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ABSTRACT

This final report discusses the activities and outcomes of Project Anchor, a 3-year federally funded model demonstration project that was created to address how service providers, families, employers, and the community could work together to improve educational services and results for secondary students with emotional and behavioral disorders. The program was implemented at the Mark Twain School in Rockville, Maryland, and achieved many positive outcomes. Key to project success was the involvement of students and families in the assessment and planning process and professional development activities. The project's achievements included: (1) the development and use of a self-determination curriculum resulting in demonstrated increases in students' self-determination abilities; (2) the creation of a career education department; (3) the development of integrated academic and vocational curriculum; and (4) increased youth development activities and student participation. The report includes an explanation of the program's development, an overview of the Mark Twain Self-Determination Curriculum, a description of the implementation of the Career Education program, and a description of the character education components of the program. Extensive appendices include evaluation materials, an explanation of the level system and rewards for behavior management, and a description of the strategic plan. (References are provided throughout the document.) (CR)

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Improving Services for Secondary Students with Emotional and Behavioral Disorders: Project ANCHOR

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Improving Services for Secondary Students with Emotional and Behavioral Disorders: The Project Anchor Model

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I. INTRODUCTION TO PROJECT ANCHOR

A. Project Anchor

Project Anchor, a federally funded model demonstration project between the Academy for Educational Development (AED), the Mark Twain School, Montgomery County Public Schools (MCPS), Maryland, and Communities in Schools of Montgomery County (CISMC), was operated under a cooperative agreement between AED and the U.S. Department of Education, Office of Special Education Programs. Created to address how service providers, families, employers, and the community could work together to improve educational services and results for students with emotional and behavioral disorders, the project was conducted during a three-year period from October 1997 through September 2000.

Project Anchor, implemented at the Mark Twain School in Rockville, Maryland, achieved many positive outcomes. Key to project success was the involvement of students and families in the assessment and planning process, and professional development activities. The project's achievements included:

(1) the development and use of a self-determination curriculum resulting in demonstrated increase in student self-determination abilities;
(2) the creation of a career education department;
(3) the development of integrated academic and vocational curriculum; and
(4) increased youth development activities and student participation.

Table 1 (page 3) summarizes project benchmarks, target goals and results. Through a process involving all stakeholders, Project Anchor staff worked to identify needs, apply best practices, and develop a program that would benefit students.

Youth with emotional and behavioral disorders pose many challenges to educators and education policy makers at the national, state and local levels. They are at high risk for school failure and experience poor post-school outcomes. Once they leave school, they have a greater chance of being arrested than of finding a job or engaging in any form of postsecondary education and training. At the time Project Anchor was developed and implemented, the focus on youth with emotional and behavioral disorders largely centered on removing them from school and sometimes even the community; few efforts were focused on environment, conditions, or other factors that could improve their outcomes. Lack of coordination among agencies and fragmented service delivery did little to foster success even though case coordination, mental health services, recreational opportunities, education, rehabilitation and training were critical to successful student outcomes and to the ability of the family to cope and provide support.

Project Anchor was founded on theory, research, and best practices for improving secondary services; staff believed that the key to positive and sustained changes for these youth in the delivery of secondary education services was the integration of: school-linked interagency/organization collaboration, family involvement, personnel development, and youth development. Toward this end, Project Anchor addressed several issues that can positively effect educational and transitional services and results for youth with emotional and behavioral disorders:

- promoting effective school-linked and coordinated delivery of educational, vocational, school-to-work, employment, juvenile justice, recreational, and social services;

- empowering families to become full partners in interagency collaboration;

- training and supporting personnel to restructure, revise, and/or integrate academic and vocational course offerings to enhance school-based and work-based learning; and,

- developing school-linked youth development activities to promote integration of youth into these activities, and to promote the retention and generalization of academic and vocational skills.

The goals of Project Anchor were to:

1. Develop, implement and evaluate a model program for improving secondary services and results for youth with emotional and behavioral disorders.

2. Provide students skills and opportunities (including School-to-Work Opportunities Act local partnerships) to acquire and generalize academic and vocational skills to function and live in integrated settings.

3. Conduct personnel development on tools and models to restructure, revise and/or integrate academic and vocational course offerings.

4. Produce and disseminate high quality materials that promote awareness of the project and to enable others to replicate the model.

Table 1 – Project Anchor Benchmarks

PROJECT ANCHOR BENCHMARKS	INITIAL TARGETED PROJECT OUTCOMES	COMPLETED PROJECT RESULTS
INTEGRATED ACADEMIC AND VOCATIONAL CURRICULUM	4-6 units in each academic discipline will be successfully developed and implemented	29 integrated units were developed and taught, with at least four in each discipline
CAREER EDUCATION	75% of students will identify a tentative career cluster plan	80% of students identified a career cluster plan
YOUTH DEVELOPMENT	75% of students will participate in extracurricular and other support activities	80% of students participated in at least one activity
SELF-DETERMINATION	75% of students will use a student portfolio 50% of Individualized Education Program (IEP) meetings will have meaningful student participation	84% of students met criteria for use of portfolio 81% of IEP meetings have meaningful student participation; 92% of students attending their IEP meetings participate meaningfully; non-attendance reduced from 45% to 16%.
FAMILY INVOLVEMENT	A parent volunteer corps will be established with 1/3 of school clusters having a volunteer participating in Mark Twain Role Orientation	A parent volunteer corps was established with ½ of school clusters having a volunteer participating in MT Role Orientation
ATTENDANCE/ TRUANCY	3% increase in daily attendance 3% decrease in truancy rate	2% decrease in average daily attendance 8% decrease in truancy
DROP OUT RATE	3% reduction in drop-out rate	3% reduction in drop-out rate (from 13% to 10%)
GRADES	Increase in number of students earning a "C" or better	No significant changes in grade distribution
LEVEL OF RESPONSIBILITY	Increase in Level of Responsibility (student progression within the level system to increased levels of responsibility)	5% increase in progress (from 32% to 37%); 9% increase for "continuous" students
BEHAVIOR INFRACTIONS	Reduction in significant behavior infractions	14% reduction in significant behavior infractions
MAINSTREAMING	Increase in mainstreaming success rate	19% increase in overall mainstreaming success rate; 12% increase for general education programs; 24% increase for school to work programs
MARYLAND STATE TESTS	Increase in pass-rate patterns	No significant changes in pass-rates

B. Purpose of Project Anchor Manual

To achieve Project Anchor's goals, staff wanted to create a program for students that would (1) foster positive self-esteem, (2) develop self-determination skills, and (3) provide career development activities and opportunities to enable students to achieve positive life outcomes. The pages that follow describe how this was achieved.

Some highlighted programs and procedures were in place prior to the start of the project and were strengthened as a result of project activities; however, many new programs were created as a direct result of the project. An overview of Mark Twain School is included and provides informational context about the environment in which Project Anchor was developed and implemented. A literature review that supports each section, example materials, and resources are included as appropriate.

C. Overview of Mark Twain School

Student Population

Mark Twain School is a public middle and senior high school operated by Montgomery County Public Schools for students with emotional disturbance, almost all of whom also experience social, behavioral and learning difficulties. Mark Twain serves approximately 200 students on its main campus in Rockville, Maryland, and 150 students through its satellite programs located in four regular senior high schools throughout the county. The student population is diverse: 45% Caucasian, 43% African-American, 10% Hispanic, and 2% Asian. Fifty-five percent of the students receive free/reduced price meals, and 25% are assigned to Juvenile Justice Probation Officers. The Mark Twain School population is extremely at risk: 2/3 of the students have a history of drug involvement, 4/5 have been engaged in delinquency, and more than 1/2 have been physically, sexually or emotionally abused or neglected. Many students have experienced repeated academic failure and social alienation, and have received intensive special education services in the past. Many also have secondary disabilities, such as learning disabilities or attention deficit disorder; and many are frequently absent, have transient lifestyles, or experience unstable life circumstances.

Management and Organizational Structure

Mark Twain School's management and organizational structure is as follows:

Principal	Responsibility for administration of total school program; supervision and evaluation of staff; discipline; supervision of all curriculum areas; middle school/satellites/mainstreaming/program support, and mental health teams.
Assistant Principal	Assists the principal in carrying out responsibilities outlined above.
Departments:	English/Social Studies, Math, Science, Career Education, Inter-Related Arts.

Each classroom teacher at Mark Twain is assigned an instructional assistant, making the student-staff ratio approximately 10:2.

In addition to the regular classroom teachers, the following positions are found within Mark Twain School; the main functions for each are as follows:

Crisis Support Teacher	Provides immediate crisis intervention for teachers and students, supervises in-school suspension; and assists program assistants and teacher-counselors to develop and implement appropriate behavior management strategies.
Parent Involvement Specialist	Helps parents develop strategies to aid student behavior; acts as liaison between staff and parents concerning parent and student problems; provides a weekly parent support group; develops and implements parent outreach and training program.
Program Assistant	Supervises the development and implementation of IEPs for each student; coordinates the instructional program; provides instructional leadership and support for staff members; coordinates services and communication between academic programs, special subject areas, academic support team and mental health team.
Psychologist	Provides psychological evaluations for students and acts as a consultant for parents regarding interpretation of the psychological evaluations; provides short-term counseling and crisis intervention for students; provides support to Teacher/Counselors and mental health education for staff.
Satellite Resource Teachers	Liaison between host school administration and staff, area personnel, Mark Twain administration, satellite staff, parents and community; provides counseling for students and crisis support for teachers and parents; supervises the development and implementation of the IEP for each student; provides instructional leadership and support for satellite staff and host school staff; and implements the instructional program in satellites.
Special Education Instructional Assistant	Provides assistance to the classroom teacher and others by performing tasks related to the physical and instructional needs of students and operation of the classroom or other curriculum-oriented learning environment.
Social Worker	Shares case management and counseling responsibilities with Teacher/Counselors for identified students; agency/resource liaison; provides mental health support for students, parents and staff; coordinates community mentoring program.
Teacher Counselor	Responsibility for instructional and social/emotional components of the school program. Serves as the link between parents and the school, ensuring informed awareness of the parent in all aspects of a student's school program. Provides leadership for group and individual counseling for assigned students, coordinates and disseminates all information related to a student's performance including monitoring, recording and reporting student movement within the Level System.
Chemical Dependency Support Teacher	Coordinates school wide chemical dependency program; provides awareness and assessment activities for Mark Twain; provides group and individual chemical dependency counseling.
Community Health Nurse	Provides first aid for students, liaison between parents, physician and staff regarding medication needs of students; dispenses medications.
Transition Support/Mainstreaming Teacher	Documents postsecondary plans and decisions for students; provides career education and assessment for students; liaison with postsecondary agencies and organizations; chairs Career Education Department. Responsible for student mainstreaming to regular and vocational education programs and provides mainstreaming support to parents and teachers.

Behavior Management/Incentive System
The school uses a highly structured framework of behavioral expectations, incentives, and reinforcements including a levels system (See **Appendix A** for information on the behavior management system). The levels system provides a series of incentives to motivate increased responsibility for acceptable school behavior. It is expected that students demonstrate continuous improvement in responsible behavior from lower to higher levels, therefore commonly referred to as the "levels of responsibility." The goal is for each student to demonstrate progress in self-control and social-emotional maturation by replacing inappropriate behaviors with appropriate behaviors. Earned points are used as the measure for behavioral progress, and incentives are awarded based on meeting specific criteria. As students become more appropriate in their behaviors, their earned daily points increase. Specific levels achieved determine privileges within the school, ability to be mainstreamed, and when the student may participate in paid employment.

Curriculum
Mark Twain School provides a strong career and contextual learning focus, a continuum of career exploration and preparation, and an emphasis on integration of career education into academic and social skills instruction. The school offers an alternative program that leads to the General Equivalency Diploma (GED), and experiential work-skills and outreach work/study classes. Student growth in the emotional, behavioral, and academic areas are promoted through: (1) a strong adapted general education curriculum; (2) specific instruction in self-determination (e.g., social skills, self-advocacy, problem solving, and decision-making); (3) well designed youth development programs; and, (4) a clearly defined behavior management system. The school operates on a 10 month schedule, from September through mid-June. Block scheduling, longer class periods, was viewed as a way for students to retain and master information, was used as a strategy to achieve desired outcomes.

Support Services and Related Personnel
Mark Twain's multidisciplinary program provides related support services, including the services of a mental health team. The mental health team is composed of two psychologists, a social worker, a parent involvement specialist, a chemical dependency specialist, two juvenile justice probation officers, and a school nurse. Through an interagency agreement, the school provides in-house individual psychotherapy for 45-50 students. In addition, Communities in the Schools is part of the Mark Twain School program.

Physical Plant and Resources
The building houses the middle school, Senior High 1, and Senior High 2. The Middle School is located in a separate wing within the building. The school has a gym, cafeteria, swimming pool, school store, computer lab, library, and gardens.

Programs housed at Mark Twain School include MCPS Drug Free Schools, programs for students with serious emotional disturbance (SED), and the Montgomery County Public Schools Transition Unit.

D. Project Start-Up
Prior to the initiation of any project activities, a management team was developed to oversee all project activities. The Project Anchor management team included: co-project directors (school principal – on-site, AED staff – off site at the AED office); co-project coordinators (one located at Mark Twain, one at the AED office); the assistant principal, and a school social worker.

The creation of a project management team is central to project implementation and outcomes. The involvement and support of school management is critical to project success. Among other things, it is important that management communicates support of the project and incorporates project activities into the school's goals and management plan to ensure sustainability. The involvement of Mark Twain's administration in the management team imparted project support to the students, staff, parents and other key stakeholders.

Identification and Involvement of Stakeholder Groups

To meet proposed goals and objectives, all constituents (e.g., teachers, students, parents) who might be impacted by project activities were identified by the management team and involved in developing and implementing the program. Their input was critical to identifying needs and the best course of action for the project. It was essential to accommodate each constituency (i.e., time of meeting, address day care concerns, etc.) to maximize the opportunity for participation.

Mark Twain's stakeholder groups included students, parents/families, staff, community-based organizations, employers, school alumni, Montgomery County Public Schools staff, State Systems Change Initiative staff and representatives from the State Department of Education.

Although stakeholder groups may vary dependent on school, community, and resources, at a minimum, they should include:

- students;
- parents/families;
- staff;
- representatives of community-based organizations;
- any other group that might in some way impact project outcomes (such as State Department of Education staff, State Vocational Rehabilitation staff, employers).

Phased Planning and Implementation for Project Anchor

Project Anchor was implemented over three years. The first full year was devoted to strategic planning and reaching consensus on identifying needs, what changes needed to be made, and how they would be implemented over the next two years. Comprehensive analysis of needs and the development of a vision for the future were imperative to the strategic planning process and to achieving desired program outcomes.

Year One:	Identification and involvement of stakeholders.
	Development and implementation of the strategic planning process.
Year 2:	Implementation and evaluation of strategic goals and objectives.
Year 3:	Continued implementation and evaluation
	Address sustainability
	Develop materials for replication

Since comprehensive assessment and planning is critical to developing a program that meets needs and achieves intended outcomes, we recommend that at least 4-5 years be allotted to implement, evaluate, and refine project activities.

Mark Twain's stakeholders were brought together for three strategic planning meetings. (The introductory letter and accompanying attachments sent to stakeholders can be found in **Appendix B).**

Identification of Stakeholders

•Student selection

Since project activities centered on student outcomes, it was imperative that students actively participate in the planning and implementation of activities. Student participation also promoted self-determination, enabled peer leadership and motivation for implementation of decisions and created a venue for positive peer modeling. Ten student representatives from Mark Twain School and satellites participated in the strategic planning process and a broad representation of students participated in the needs assessment. Characteristics deemed important for student participation in the strategic planning meetings included:

(1) consistent attendance (they had to have attended the school the previous year, with an average daily attendance rate of at least 90%);
(2) demonstration of responsibility and progress in the level system; and
(3) the ability to be articulate and participatory.

Students were recommended by staff and selected by the principal, after which individual conferences were held with teacher counselors to explain the purpose of strategic planning. During the strategic planning process students were treated as the important constituents that they were and were continually recognized for their participation.

•Parent selection

The support and involvement of families is critical to student success. Parent involvement positively impacts educational outcomes; yet, parent involvement can be difficult to achieve. Mark Twain's management team took great care in identifying parents/families for participation and sought to engage those who had already been participatory through PTA activities or other venues in the strategic planning process. Socio-economic and cultural diversity was also sought. To make it easy for parents to participate, staff identified and addressed many considerations, including the use of stipends to offset child care and transportation costs. Those parents selected to participate were personally invited by phone, followed by a formal letter and the necessary project materials.

•Staff selection

Involving staff was critical to project design, implementation and outcome. Since all staff would be involved or impacted in some way by project activities, an in-service prior to the start of school introduced the project. The number of staff who actually participated in the strategic planning process as members of the Strategic Directions Stakeholder Group was limited, however, due to logistics, budget, and resources.

The management team selected staff that was representative of all school roles (administration, program assistant, crisis support, teacher advisor, mental health, instructional assistant, mainstreaming, veteran/new, etc.).

Once the staff member agreed to participate, they, too, were provided with project materials. Although the Strategic Directions Stakeholder group set directions and drafted the vision

statement, all staff participated in refining the vision and determining the specific practices to be implemented and incorporated into the school's Success for Every Student (SES) plan.

•Agency selection

Identifying key agencies and ensuring that the appropriate person from that agency was involved in the strategic planning process was important for coordinated efforts. It also ensured that supplemental services would be available as needed. Staff focused on organizations that could facilitate the delivery of wrap-around services for students. In addition, representatives from Montgomery County Public Schools Career and Technology Division, Special Education Transition Services Unit, and Student's with Emotional Disturbance Unit, and the Maryland Division of Rehabilitation Services and State Systems Change Initiative were included. Communities in the Schools of Montgomery County and Bethesda Youth Services, two agencies identified within the project as interagency partners, also participated. Personal calls were made inviting individuals to participate, followed by a letter and materials.

•Employer selection

Employer involvement was important for assuring that the education and training provided through project activities was relevant to identified career outcomes and success; for setting direction of project activities; and for demonstrating that business interests were represented. Employers that had existing relationships with the school as well as others identified by staff were invited to participate through a letter of invitation and were sent project information upon acceptance.

Formation of Groups

Several groups were established to implement project goals.

• **Project Management Team.** The Co-Project Directors, Co-Project Coordinators, and a school social worker formed this team, and had the overall responsibility for ensuring that project goals and objectives were met.

• **School Leadership Team.** A representative group of faculty and school staff participated on this team. This group met monthly to review project progress, provide input on project activities and direction, and to liaison between the project and all school staff so that total staff input into the project was achieved.

• **Strategic Directions Stakeholder Group**. This group was comprised from the various stakeholders of the school program. Its purpose was to conduct the initial stages of the strategic planning process. A total of 45 individuals served on this group. They were responsible for drafting a vision statement, establishing the overall directions for achieving the vision, and articulating priority goals.

• **Volunteer Stakeholder Advisory Group**. As a result of the strategic planning meetings, 24 participants in the stakeholder group volunteered to serve as an ad-hoc advisory group to the project. They provided feedback to staff as activities were implemented after the strategic planning process concluded. Their specific purpose was to review progress in implementing strategic directions, gather stakeholder reactions and suggestions for further program implementation and development, and facilitate stakeholder input on unmet needs and problem solving strategies.

• **Student Leadership Team.** Following the strategic planning meetings, a Student Leadership Team was formed with six student participants who had been involved in the strategic planning process and three officers from the school's Student Government Association (SGA). Their role was to train the delegates from the Student Government Association on how to share the vision statement with students and receive student feedback. The Student Leadership Team assumed responsibility for creating a "student friendly" Mark Twain vision statement based on a vision drafted by stakeholders. SGA delegates from each teacher counselor group were trained to conduct in-class sessions on "Your ideas for the person you want to become in the future." During March-April of Year 1, students brainstormed and condensed their vision into a core set of Qualities for Success (QFS) with the help of project coordinators and staff advisors. The QFS were widely distributed throughout the school in the form of classroom posters and were incorporated into project activities as well as the school's Success for Every Student plan, the school's existing management plan, which is required of all Montgomery County Public Schools. (A copy of the QFS can be found in **Appendix C).** All groups were critical to the project.

Staff implementation teams and workgroups were also formed later in the project to address specific programmatic needs.

E. Mark Twain Strategic Planning Process

Mark Twain's strategic planning process followed an adapted model developed and used by the National Institute for CSPD Collaboration at the Council for Exceptional Children (See **Appendix D** for information on strategic planning). The process was initiated at the start of project implementation and completed nine months later. Input was received from the entire school staff and student body, 30 parents, 10 employers, one alumnus, five community participants and three state agencies. The strategic plan was integrated into the Success for Every Student Plan, the school's required management plan.

Three strategic planning sessions were facilitated and included presentation of current information, exchange of ideas in large and small groups, and comments/suggestions for the creation of an action plan. These meetings provided opportunities to work through the continuum of steps that are part of the strategic planning process. In preparation for strategic planning, project staff performed an environmental scan and an assessment of effective practices to provide relevant information on which to base decisions and guide the process and outcomes.

Environmental Scan

To better understand what was needed at the school, staff performed an environmental scan. **(The Mark Twain Environmental Scan is included in Appendix E).** The Scan sought information about the school, student descriptive and outcome data, student opportunities, family involvement, IEPs, transition plans, curriculum and instruction, school-linked services, professional development, business involvement, community involvement, and information about Montgomery County Public Schools. Staff used a variety of resources and activities to complete the scan including written resources, a review of the school's existing management plan, attendance records, randomly selected student data, curricula, information on the implementation of Federal education initiatives in Maryland, Montgomery County education statistics, and other sources of information.

As part of the environmental scan, staff interviewed students, parents and staff (the same questions were asked of parents and staff). They also conducted group interviews with Teacher Counselor (TC) classes and parent support groups. The interview was a means for identifying expectations for career and future, how Mark Twain was preparing the student to meet those

expectations (from the viewpoint of students, parents and staff), and to reveal shortcomings/unmet needs. **(Interview formats are included in Appendix F).**

Effective Practices Assessment

To gain an understanding of the context of the current school program, the Indicators of Effective Practices Assessment (Kohler, 1998) was completed. Categories examined included: student-focused planning and development, career pathways and contextual learning, business, labor and community resources, family involvement, and structures and policies. **The Assessment is included in Appendix G.**

Information from the environmental scan and the assessment was summarized and presented at the first strategic planning meeting as background information upon which to build.

The information collected by performing an environmental scan and an effective practices assessment provided valuable insights about what was currently in place and what was needed. It provided a basis for strategic planning by illuminating current level of programming vs. desired level of programming.

Strategic Directions Stakeholder Group Meetings

The following is an overview of Mark Twain's strategic directions stakeholder group meetings. This information is intended to demonstrate how each meeting used the information generated by the scan and assessment, involved stakeholders, and resulted in the development of a school vision and the development of strategic goals. The number of meetings needed to complete strategic planning and how the meetings are facilitated will vary. It is important to remember that each planning meeting should have a specific objective that moves the group through the process and will ultimately result in a strategic plan that will allow you to reach your programmatic goals.

Meeting #1: Review of Environmental Scan and Development of a Vision

With representation from all stakeholder groups, a major task of the first strategic planning meeting was the generation of a draft vision statement for Mark Twain. Information from the environmental scan and the assessment was shared to provide relevant information upon which to develop a realistic vision.

The following questions were used to develop a vision for the future and are provided as an example for the reader:

- What academic, school-to-career, recreation and independent living outcomes do we want students to experience in the future?
- What knowledge and skills do students need to accomplish these outcomes?
- What specific opportunities, activities, and courses will students have to achieve these outcomes?
- What will students learn and how will they learn it?
- What knowledge and skills will the staff need to enable students to achieve those outcomes?

- What kind of school do we want for students and staff?

- What kind of school do we want for students and staff?
- What will it look like?

Participants were assigned to five heterogeneous groups of stakeholders (student, parent, Mark Twain staff, MCPS staff, community, business or state representative) and were asked to write down key elements of a personal vision that began with the statement… "my vision for student success in life…"

Facilitators assisted the groups in sharing and identifying common elements of a vision across stakeholder participants. Each small group summarized and presented their vision to the reassembled full group of stakeholders after discussion. The full group agreed on the following vision statement:

"Vision for your (student) success is BEING a self-fulfilled, caring, resilient, and productive member of the community and society (and being recognized as such)."

Meeting #2: Review of Draft Vision and Identification of Themes

This meeting of stakeholders provided an opportunity to review the draft vision statement, and to identify themes emerging from the environmental scan. Identified themes were: (1) an improved public image for Mark Twain School and community involvement; (2) family support and involvement; (3) improved curriculum and instruction; (4) improved and varied youth development activities; and (5) student self-determination, involvement and engagement. Participants were divided into small groups, each group assuming leadership for one theme. They reviewed aspects of the environmental scan that were relevant to their group's theme, and then were given the task of prioritizing themes. With the assistance of a facilitator, each group recommended goals and possible strategies under their theme, identified priorities, and then shared with the large group.

Meeting #3: Development of Goals and Objectives for Themes

Work in small groups continued on developing goals, objectives and strategies for the five priority areas. Priorities in strategic directions for the project and the school were developed. The outcomes were:

Theme I: Improved Public Image and Community Interaction

Goals

- Create a positive image of the school and satellites.
- Strengthen student involvement in community-based activities and interactions with community/business representatives.

Objectives

- Publicize positive actions and achievements by students and staff (in-school, within MCPS, and in the community.
- Increase community-based proactive demonstration of constructive student and staff actions.
- Positively involve outside community members in Mark Twain programs and activities.
- Promote parent and community awareness of student progress and positive actions.

Theme II: Family Support and Involvement

Goal
•Empower and affirm parents to use their skills to help their children.

Objectives
• Improve parents understanding of special education procedures and MCPS policies.
• Involve parents and students in the educational planning process including: academic and career choices, school procedures and activities, and community involvement.
• Develop collaborative partnerships between school and families through a welcoming school climate and effective communications.
•Provide and facilitate a variety of community and school-based resources to support families/caregivers and reinforce family resiliency.

Theme III: Student self-determination, involvement and engagement

Goal
•Improve student self-determination, involvement and engagement.

Objectives

• Increase student recognition and pride in their own talents, interests, social skills and abilities.
• Increase student goal-setting, responsible self-advocacy, and decision-making in areas of: academic and career achievement, personal growth, school procedures and activities, and community involvement.
• Increase student attendance and progress on levels of responsible behavior and self-control.

Theme IV: Improved and varied youth development activities

Goal
•Develop and follow a school year calendar of extra-curricular and youth development activities resembling general high school programs.

Objective

• Enhance student talents, interests, social skills and abilities by providing a comprehensive range of in-school and after-school activities to match identified strengths and goals, and community resources.

Theme V: Improved Curriculum and Instruction

Goals

• Maintain a variety of stringent in-school and community-based academic and vocational classes, and career preparation programs that meet current state standards and match student goals, interests, and abilities.
• Provide a range of alternative teaching methods.

Objectives

• Identify and analyze student's individual needs and abilities, establish plans for educational and career development, and continuously assess student progress in planned activities.
• Provide and facilitate linkages to a variety of programs that meet individual needs and abilities of students in the least restrictive environment.

• Provide a variety of in-school and community-based integrated academic and career/vocational programs that conform to state and local requirements, match student goals, and transition to postsecondary expectations.
• Develop flexible, innovative scheduling that is conducive to the implementation of varied, integrated academic and career/vocational programming.
• Provide ongoing staff development.

The final goals, objectives and strategies as a result of strategic planning became the foundation for the Mark Twain Success for Every Student plan. Three broad school improvement goals were generated:

1. Provide a range of quality educational programming that leads to school and postsecondary success for every student.

2. Provide a variety of youth development activities which promote student self-determination, engagement and involvement.

3. Provide assistance and information that empowers parents/caregivers to support their families.

Many follow-up meetings with staff were held; these meetings were used to review the draft vision statement, review and prioritize objectives, and reach consensus. Staff reviewed the literature to identify best practices for implementation in each of these broad categories and in concert with identified strategic directions. Best practices in Integrated Curriculum and Instruction, Career Education, Youth Development, Self-Determination, Family Involvement, and Staff Development were adopted. (**Appendix H itemizes the best practices** which were implemented during Project Anchor).

F. Family Support and Involvement

Family support and involvement is important to student success. Mark Twain School had many ongoing programs that reflected best practices to ensure family support and involvement. These activities included parent support groups; periodic newsletters; a parent mentor and parent speaker group; a variety of topical workshops to address parent concerns, provide strategies, interventions and parenting skills; and whole family events such as a Family Fun Fest. Through Project Anchor, parents were involved in the strategic planning process for the school and the development of goals and activities for school improvement. In addition, Anchor led to the establishment of a Parent Volunteer Corp to provide outreach to parents whose son/daughter was new to the school.

Project Anchor parent meetings were held at times conducive to fostering parent involvement and frequently took the form of a dinner meeting. Parents were provided a stipend to cover the cost of child care and transportation. Parent participation was also frequently acknowledged – publicly and privately. Letters of appreciation, certificates, and words of praise and thanks from staff built confidence in parent participants and encouraged their continued involvement. Parents recognized they were an integral part of the strategic planning process and a part of the force driving student and school success.

G. Professional Development

Needs Assessment
A needs assessment of all staff was conducted after the conclusion of strategic planning and strategic directions and plans were in place **(See Appendix I for professional development needs assessment).** The needs assessment provided staff choices in topics and activities under

major outcome learning areas that were identified during the staff development activities of the previous school year.

The Mark Twain needs assessment indicated the following outcome learning areas: innovative student-centered instructional strategies; youth development, career education, student self-determination, working with families and case management; discipline/behavior management; technology; and the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). Because it is imperative that professional development activities reflect the needs of staff, these areas formed the basis for the Mark Twain professional development plan.

Professional Development Plan.
To provide staff the knowledge, skills and abilities needed to implement Project Anchor activities, and to support the staff in creating school-wide change, a comprehensive staff development plan was created. Teachers participated in a series of professional development and training activities as well as several in-service sessions throughout the three years of project implementation to gather input, provide clarification or instruction, and to provide feedback.

The following professional development and training activities were responsive to Mark Twain's needs, and are provided as an example of Mark Twain's professional development activities.

Project Anchor Summer Institute

All teachers were invited to participate in the week long Summer Institute, which focused on providing teachers with the knowledge and skills needed to fulfill the goals of Project Anchor. Participating teachers were paid a stipend for their participation. The Institute covered: Career Connections (Montgomery County's career curriculum), integrated academic and vocational curriculum and instruction, youth development and self-determination, career planning and goal setting, family support and involvement, student qualities for success, and the behavior management system. At the conclusion of the Institute, staff spent an additional three days developing integrated curriculum for use in the coming school year. Staff who did participate were more knowledgeable and demonstrated greater investment than those not participating; they provided staff leadership for implementation of project activities.

Montgomery Education Connection Business and Technology Program for Educators
Selected teachers participated in a one-week (five six-hour sessions) program. They visited five separate business sites representing different business clusters identified in the Montgomery County Career Connections Project. The program provided teachers with an opportunity to tour business facilities; participate in hands-on demonstrations of business and laboratory activities and in business problem solving activities; and interact with workers in a variety of careers and positions. They participated in continuous improvement processes and exercises; identified company resources available for classroom use; and developed relationships with workers for classroom follow-up activities. An intended outcome was that teachers would develop interesting, innovative ways to engage their students in learning and practicing workplace skills in classroom settings. For the final class project, teachers designed a curriculum integrating student use of academic skills, workplace skills and technology tools, including a problem solving strategy used in industry. This was an excellent way for teachers to step outside of the classroom and gain real-world exposure and experience so they could better relate and integrate academics to the world of work.

(Please see **Appendix J** for a listing of in-service training sessions offered to staff over the course of the project).

H. Review of the Literature

This review of the literature highlights the complexities involved in developing effective programs for students with emotional disturbance.

Graduation outcomes for students with disabilities have long been less promising than for their non-disabled peers. According to the U.S. Department of Education (1998), students with emotional disturbance (ED) are at a substantially increased risk of dropping out of school. During the 1995-1996 school year, 23.6% of 16 to 24 year olds reporting an emotional disturbance dropped out of school, compared with 11.8% of their non-disabled peers. Overall, 55% leave school without graduating (Wagner, 1995) and, in so doing, miss out on education designed to prepare them for postsecondary education, employment and independent living.

The poor outcomes achieved by students with ED and the effort it takes to improve those outcomes were the center of discussion in *the National Agenda for Achieving Better Results for Children and Youth with Serious Emotional Disturbance* (U.S. Department of Education, 1994a). As a result of the *National Agenda*, many recent education efforts have been focused on environments, conditions, and factors that improve results for younger students with ED; however, not enough attention was being directed toward keeping secondary-aged youth with ED in school. Instead, policy makers and national and state education efforts were increasingly focused on removing these youth from the school, and in some instances, from the community. This was evident during the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA), when some policy makers sought removal as a method of choice instead of developing and testing models for integrating youth with emotional and behavioral disorders into home, school, and community.

Shifts have also occurred in school curriculum and this, too, is likely to have an impact on programming and retention rates for students with ED. Since the mid-1980's, there has been a strong education reform movement within the United States emphasizing traditional academic studies (Razeghi, 1996), secondary graduation and diploma requirements and higher standards, including standards for students with disabilities (McDonnel, McLaughlin, & Morrison, 1997). These educational reforms have resulted in added pressure for special educators to emphasize academics, often limiting life skills training, training in self-determination, and infusion of career development into the curriculum. However, without this training and the appropriate supports, students with ED are likely to experience failure, become frustrated, and eventually drop out of school.

On the whole, postsecondary outcomes for students with ED are bleak. Within three to five years of leaving school, 58% of students with ED are arrested, versus 19% of those with other disabilities, and 10% are living in a correctional facility, halfway house, drug treatment center, or "on the street," twice the number of students with other disabilities (Blackorby & Wagner, 1996). Only 15% of students with ED are involved in postsecondary education, 13% involved in vocational education, 21% living independently, and 52% competitively employed with an average annual salary of $5,310 (U.S. Department of Education, 1995).

According to the National Longitudinal Transition Study (NLTS) the rate of competitive employment for these students lags significantly behind that of their counterparts within the general education population (Blackorby & Wagner, 1996). Those who are employed are largely working at lower level jobs in the service and labor fields (Frank, Sitlington, & Carson, 1995). They tend to earn less in hourly wages and experience less upward mobility in their positions. In

view of their employment status, these individuals are also less likely to be living independently and supporting themselves (Frank et al., 1995). As the majority of these individuals are not involved in postsecondary education the differences in employment opportunities and earnings, in comparison to their regular education counterparts, will likely widen even more in the future.

As Project Anchor was implemented, improving student outcomes was always of paramount importance to project staff. Activities were carefully designed, implemented, and evaluated to facilitate anticipated positive outcomes.

I. References

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J. Resources

Educational Resources Information Center (ERIC)
www.Ericir.syr.edu/ERIC/

World's largest source of educational information, with over 1 million abstracts of documents and journal articles on education research and practices. Data base, lesson plans, questions and answers.

National Center on Secondary Education and Transition
http://ici.umn.edu/ncset

Develops and promotes research-based secondary education and transition models that integrate academic, career development, work-based and community learning, and increasing school retention and completion rates.

National School-to-Work Learning & Information Center
www.stw.ed.gov

Information on the School-to-Work initiative, legislation, state profiles, resources, technical assistance providers, links.

National Coalition for Parent Involvement in Education
3929 Old Lee Highway, Suite 91-A
Fairfax, VA 22030
703/359-8973
www.ncpie.org

The NCPIE advocates for the involvement of parents and families in their children's education and fosters relationships between home, school, and community.

National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013
800/695-0285
www.nichcy.org

NICHCY is the national information and referral center that provides information on disabilities and disability-related issues for families, educators, and other professionals.

National Transition Alliance for Youth with Disabilities
Washington, DC
www.dssc.org/nta
The focus of the NTA is on ensuring that youth with disabilities acquire skills and knowledge, gain experience, and receive services and supports necessary to achieve successful postschool outcomes. Publications, resources, information on model programs, links.

Parent Advocacy Coalition for Educational Rights (PACER)
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
888/248-0822
www.pacer.org

PACER's programs help parents become informed and effective representatives for their children so they are better equipped to work with agencies to obtain appropriate services for their sons and daughters.

II. MARK TWAIN SELF-DETERMINATION CURRICULUM

A. Introduction

Skills for effective self-determination are important for all youth. These skills provide the basis for successful transition to adult activities. Self-advocacy skills are a large component of self-determination skills and provide the mechanism by which needed supports that can foster success are put in place. It is important for all youth to develop the skills they will need to function independent of school and family; however, youth with disabilities sometimes have less access to the opportunities and assistance needed to adequately develop these important skills. With this in mind, a self-determination curriculum that provides students with skills, opportunities, and supports, was developed. Best practices for building positive self-determination formed the model for the curriculum. A Self-Determination Curriculum notebook was developed and provided to the staff as part of Project Anchor activities. An overview of the curriculum is provided as an example of the range of topics covered and to illustrate how it was implemented.

B. Review of the Literature

Although there have been various definitions of self-determination, the most common themes are expressed in the following:

"Self-determination is a combination of skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults" (Field, Martin, Miller, Ward & Wehmeyer, 1998).

Ryan and Deci (2000) highlight the significance of motivation in order to understand how to influence development of self-determination. Conditions found to be supportive are those which promote competence, autonomy/choice, and relatedness, regardless of whether the motivation for action is based on inherent satisfaction (intrinsic) or attainment of an external outcome (extrinsic). For example, a student can do homework because he enjoys solving problems or because his parents insist on it. In the latter case, the student can internalize or self-regulate doing homework when he personally grasps its value for accomplishing his own goals.

Ward and Kohler (1996), in reviewing national model demonstration projects on self-determination funded by the U.S. Office of Special Education and Rehabilitative Services (OSERS), found that these projects focused on three skill areas: problem solving, self-development, and self-advocacy and life skills. Problem solving included team building and individual and group decision making; self-development included communication, coping, self-management, self-esteem, and social skills; self-advocacy and life skills included influencing one's own IEP and specific living skills.

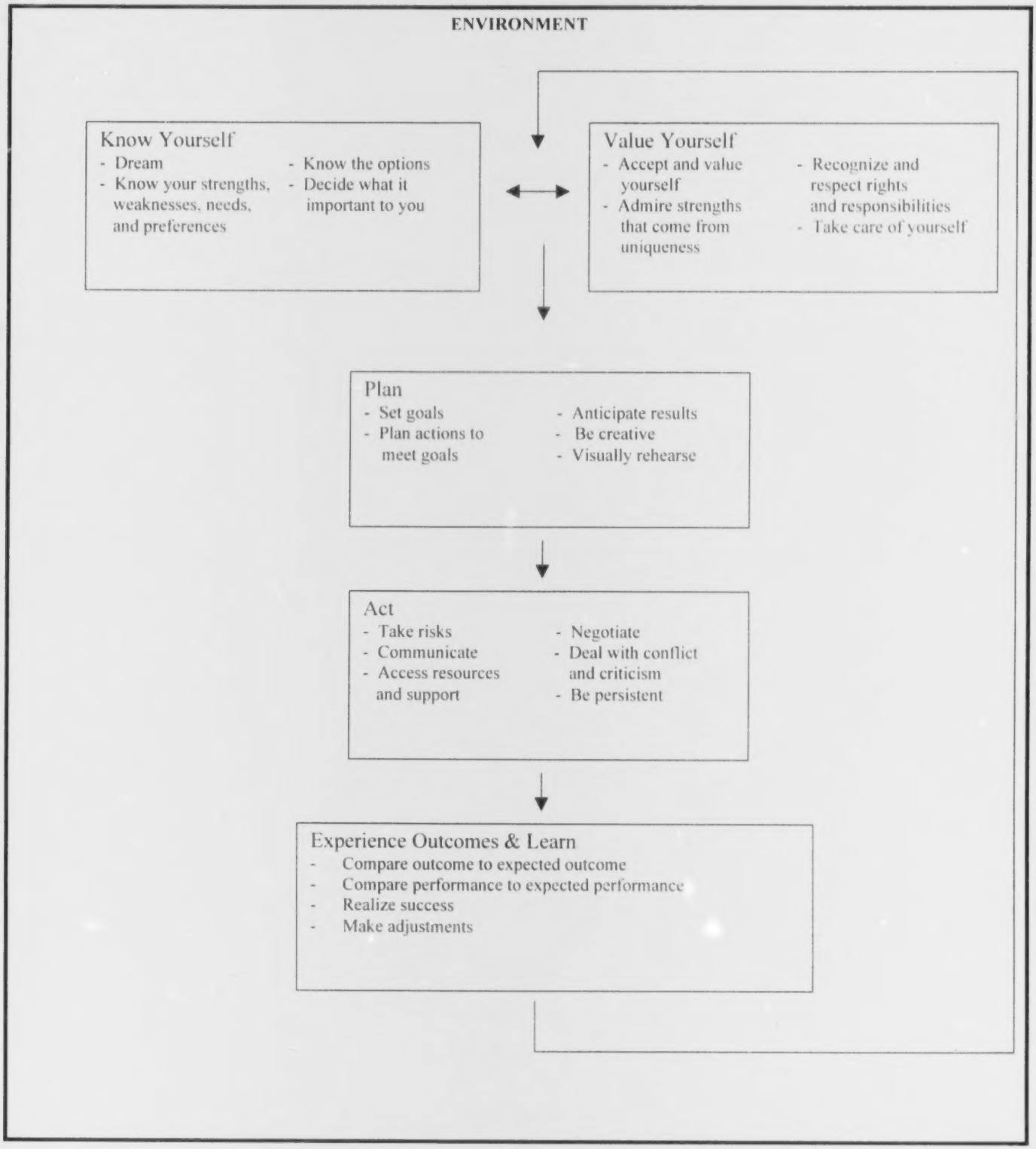
The Practical Guide for Teaching Self-Determination (Field, Martin, Miller, Ward & Wehmeyer, 1998b) has pointed out the strong relationship between self-determination, self-advocacy and empowerment. Self-advocacy refers to advocating on one's own behalf, whereas self-determination refers to the skills and attitudes that enable a person to gain more control over life. Self-advocacy is among those skills. Empowerment is seen as an outcome of self-determination

instruction, one that leads to greater access and control over necessary resources for success in life.

Field, Hoffman and Posch (1997) recognized that self-determination is promoted (or discouraged) by factors within the individual's control (e.g., values, knowledge, skills) and those that are environmental (e.g., opportunities for choice, attitudes of others). **Figure 1** on page 22 contains the self-determination model presented by Field and Hoffman in the Steps to Self-Determination curriculum (1996).

The relevance of self-determination components to the developmental tasks of adolescence (cf. Clark & Kolstoe, 1995), has been clearly delineated (Field, Hoffman & Posch, 1997). These components (know/value yourself, plan, act, experience outcomes and learn) were adopted as a basic foundation for the Mark Twain Self-Determination curriculum.

Figure 1
SELF-DETERMINATION



C. Overview of Curriculum

In developing the Mark Twain Self-Determination curriculum, Mark Twain wanted to provide proactive instruction targeted to the needs of the student body. A survey of Mark Twain staff indicated that staff perceived a need to assist students to improve their ability to handle frustration and anger, cope with the effects of dysfunctional families and environments, and increase their motivation for academic work. Staff also indicated a belief that students demonstrated a wide range of abilities.

Based on student demographic information and staff perception, it was essential to communicate to students that each had the potential to do good things for themselves and with their lives. Self-determination was defined as, and would be shown through, active demonstration of belief in one's ability to produce positive outcomes for self or others. The main departure from definitions of self-determination in the literature is the present emphasis on positive outcomes for self or others.

Based on student and parent interviews, there was a need to focus on:
- career and work preparation;
- development of life skills/independent living skills;
- community/business-based career exploration;
- early identification of career interests; and
- exposure to career experiences.

The self-determination curriculum should foster the development of students' knowledge, skills and attitudes for:
(1) constructive anger management;
(2) substance abuse prevention and intervention;
(3) successful transition to the world of work and independent living;
(4) positive self-esteem; and
(5) anticipating consequences of actions and decisions.

The Project Anchor review of best practices for improving school to career transition highlighted the importance of self-advocacy training and use of student portfolios. Training and portfolios were also considered important foci of self-determination activities.

The self-determination curriculum had to also fulfill the following needs:

- Establish clear behavioral expectations, including rights and responsibilities, and consequences (positive and negative).

- Complement the teacher counselor role and structure, which provides for social-emotional instruction and responsive group counseling during the first period of each school day (**See Appendix K, Guidelines for Leading Teacher Counselor Groups).**

- Emphasize choice and decision-making.

- Incorporate significant career development activities.

Given these multiple needs, Project Anchor developed a dual, year-long Self-Determination/Career Education curriculum to be implemented throughout the school in first

period Teacher Counselor (TC)/social skills classes. The curriculum was differentiated for the three school programs: Middle School, Senior 1 and Senior 2. To implement the curriculum, all Mark Twain TCs were provided two major resources: (1) a Self-Determination Curriculum notebook, and (2) career education textbooks entitled "Succeeding in the World of Work" (6th Edition) for Senior High and Exploring Careers (3rd Edition) for Middle School. **Tables 2 and 3** present the Middle School (6th – 8th grades), Senior High 1 (9th / 10th grade) and Senior High 2 (11th/12th grade) syllabus for the integrated Mark Twain Self-Determination/Career Education curriculum.

TABLE 2

Week/ # Days	SENIOR 1	SENIOR 2	MIDDLE SCHOOL
1 (4) 2 (5)	ORIENTATION: RULES, Rights & Responsibilities: Self-Determination Workshop Caring in TC Groups	ORIENTATION: RULES, Rights & Responsibilities: Self-Determination Workshop Caring in TC Groups	ORIENTATION: RULES, Rights & Responsibilities: Self-Determination Workshop Caring in TC Groups
3 (5) 4 (4)	Ch. 1 You & Work/1-1, 1-2 (Workplace Basics Video)	Ch.6 Finding & Applying for a Job/6-1, 6-2	Ch. 1 Getting to Know You
5 (5) 6 (4)	Ch. 2 Getting to Know Self/2-1, 2-2, 2-3	Ch. 7 Interviewing/7-1, 7-2, 7-3	Future Hopes & Dreams Ch. 9, Working with Others/Interpersonal Conflict (2nd Step)
7 (4)	(suppl. Personal Assets Unit)	(Workplace Basics Unit)	TC Self-Determ. Project (T2)
8 (5)	Self-Advocacy: Student Portfolio; IEP Goals & Objectives; 4 Year Plans; Career Game Assessment & Career Cluster Plan	Self-Advocacy: Student Portfolio; IEP Goals & Objectives; 4 Year Plans; Career Game Assessment & Career Cluster Plan	Self-Advocacy: Student Portfolio; IEP Goals & Objectives; 4 Year Plans; Career Game Assessment & Career Cluster Plan
9 (5) 10 (4)	Self-Determ. Project (T1) Ch. 3 Researching Careers	Ch. 8 Beginning a New Job/8-1, 8-2 (Video Wkshop-On the Job: Emotional IQ)	Respecting Others/Training in Empathy (2nd Step)
11 (5)	Ch. 5 Dev. Indiv. Career Plan (suppl. Hopes/Dreams Unit)	Ch. 9 Workplace Ethics 9-1	TC Self-Determ. Project T-1
12 (3) 13 (5) 14 (5)	IEP Unit (See suppl. Goal Setting Unit)	IEP Unit (See suppl. Goal Setting Unit)	IEP Unit (See suppl. Goal Setting Unit)
15 (5) 16 (5)	Substance Abuse Prevention Unit: Part I	Substance Abuse Prevention Unit: Part I	Substance Abuse Prevention Unit: Part I
17 (4)	Self-Determ. Project (T-2)	Ch. 9 Workplace Ethics/9-2 (Teamwork video)	Ch. 3 Researching Careers
18 (5) 19 (4) 20 (5)	Anger Management Unit: Self-Determ. Projects	Anger Management Unit: Self-Determ. Projects	Anger Management/Problem Solving Unit (2nd Step)

TABLE 3

Week (# Days)	SENIOR 1	SENIOR 2	MIDDLE SCHOOL
21 (4)	Complete IEP Unit	Complete IEP Unit	Complete IEP Unit
22 (5) 23 (5)	Ch. 13 Interpersonal Relationships 13-1, 13-2	Ch. 10 Dev. Positive Attitude 10-1, 10-2	Ch. 4 Making Career Decisions
24 (4) 25 (5)	Video Workshop On Job: Emotional IQ	Ch. 17 Technology/17-1 & 2 Ch. 15-1 Commuic/Listening, 15-1, 15-2; Communication Video	Ch. 8 On the Job
26 (5) 27 (5) 28 (5)	Ch. 14 Teamwork & Ldrship/14-1, 14-2 Teamwork Video	Ch. 16 Thinking on Job/16-1, 16-2 Trouble at Work Video	Ch. 10 Basic Skills " Appl Self-Control Skills (2nd Step)
29 (5) 30 (5)	Ch. 15 Commun/Listening/15-1, 15-2; Communication Video	Ch. 18 Time & Info Mgmt/18-1, 18-2	"
31 (4) 32 (5)	Substance Abuse Prevention Unit: Part 2	Substance Abuse Prevention Unit: Part 2	Substance Abuse Prevention Unit: Part 2
33 (5) 34 (5)	Ch. 16 Thinking on Job/16-1, 16-2	Ch 19/1&2 Consumer Economics Ch 20/1&2 Managing Money	Ch.11 Staying Healthy
35 (5) 36 (5)	Ch. 17 Technology/17-1, 17-2	Ch. 21 Banking & Credit/21-1, 21-2, 21-3	Ch. 13 Our Econ System
37 (4) 38 (5)	Ch. 18 Time & Info Mgmt/18-1, 18-2	Ch. 22-2&3 Buying Insurance Ch. 23 Taxes & Social Security	Ch. 14 Managing Your Money
39 (5) 40 (2)	Ch. 24 Adapting to Change Ch. 25 Work & Personal Life	Ch. 24 Adapting to Change Ch. 25 Work & Personal Life	Ch. 12 Moving Toward Your Goals

Textbook: Senior high: Succeeding in the World of Work (6th Edition); Middle School: Exploring Careers (3rd Edition); Glencoe-McGraw Hill, Publishers

D. Self-Determination Curriculum Notebook

As can be seen in Tables 2 and 3, several units were delivered in common to Senior High 1 and 2; namely: Orientation; Self-Advocacy; IEP Involvement: Anger Management; and Substance Abuse Prevention/Intervention (Parts 1 and 2). All other units were differentiated for the two school levels, although some chapters from the career education text were covered in both Senior 1 and 2.

A Self-Determination Curriculum notebook was developed specifically for Mark Twain staff. It included ten separate sections. The first seven sections were required units, each of which was specifically identified within the year-long schedule of instruction for Senior High 1 and 2. Sections 8-10 were considered as supplements to the curriculum, meaning that TCs had discretion as to when to introduce the material from these sections. The syllabus, however, indicated suggested times when these units directly supported prescribed instruction.

Following is the table of contents from the Self-Determination notebook. This information is provided as an example of the range of information and activities developed for Mark Twain students. An abundance of self-determination material is available and can be modified to meet your specific program goals. Resource information on self-determination is included at the end of this section.

SELF-DETERMINATION CURRICULUM NOTEBOOK

	Table of Contents
1	**Week 1**: Mark Twain Rules, Rights and Responsibilities; Self-Determination Workshop: Meaning and Model of Self-Determination, Self-Awareness, Self-Acceptance
2	**Week 2:** Caring in TC Groups; Continuation of Mark Twain Rules, Rights and Responsibilities: Understanding Importance of Rules and Consequences
3	**Self-Advocacy**: Self-Determination Projects (Journey to Self-Determination, Making a Difference); Student Service Learning/Self-Determination Projects; Student Portfolio (Expectations/Suggestions for Teacher Counselors; Portfolio Checklist for Students; Portfolio Guidelines and Contents); Career Assessment and Planning
4	**Substance Abuse Prevention/Intervention I:** Substance Abuse as Disease: Basic Medical, Social & Psychological Factors; Legal and Treatment Aspects of Substance Abuse; Videotape Resources
5	**Anger Management: Coping with Anger;** "Introductory Lessons; Getting to Know Your Anger; Strategies for Reducing and Controlling Anger"; Self-Evaluation; Review Materials
6	**Student Involvement in IEP Process**: Phases of Participation; IEP Unit Overview; Teacher's Guide to Helping Students Develop Their IEPs; Student's Guide to the IEP; Promotes awareness of impact of disability, understanding of disability-related laws, relevant resources, and development of effective communication skills
7	**Substance Abuse Prevention Intervention II**: Coping with Substance Abuse in the Family; Job Consequences of Substance Abuse; Videotape Resources
8	**Personal Assets Assessment**: Strengths, Interests & Hobbies; Learning Style; Developmental Assets (External & Internal); Career Interests
9	**Long and Short-Term Goal Setting**: Creating Options for Long Term Goals; Setting Goals; Choosing Short-Term Goals; Steps to Reach Short Term Goals
10	**Future Hopes and Dreams:** Life After High School; Dream Questions and Map; My Dreams Collage; Overcoming Glitches By Being Positive

(See **Appendix L** for Self-Determination Curriculum Notebook Inventory of Instructional Objectives).

E. References

Clark, G., & Kolstoe, O. (1995). *Career development and transition education for adolescents with disabilities*. Boston, MA: Allyn & Bacon.

Field, S., & Hoffman, A. (1996). *Steps to Self-Determination: A curriculum to help adolescents learn to achieve their goals*. Austin, TX: PRO-ED.

Field, S., Hoffman, A., & Posch, M. (1997). Self-determination during adolescence. *Remedial & Special Education*, 18, 285-293.

Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (1998a). Self-determination for persons with disabilities: A position statement of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*, 21, 113-128.

Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (1998b). *A Practical Guide for Teaching Self-Determination*. Reston, VA: Council for Exceptional Children.

Ryan, R., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development and well being. *American Psychologist*, 55, 68-78.

Ward, M., & Kohler, P. (1996). Teaching self-determination: Content and process. In L. Powers, G. Singer, & J. Sowers (Eds). *Promoting self-competence in children and youth with disabilities: On the road to autonomy*. (pp. 275-322). Baltimore, MD: Paul H. Brookes.

F. Resources

Disability Laws

Guide to Disability Rights Laws
US Department of Justice
Civil Rights Division
Disability Rights Section
www.usdoj.gov/crt.ada/cguide.htm

Self-Determination

Oregon Health Sciences University
3608 SE Powell Blvd.
Portland, OR 97202
503-232-9154
www.ohsu.edu/selfdetermination/index.shtml

III. IMPLEMENTING CAREER DEVELOPMENT

A. Introduction

This chapter summarizes the school-wide initiative to accomplish school improvement goal #1: quality educational programming that leads to school and postsecondary success for every student. As a result of extensive interviews (with students, staff and parents, stakeholder consensus), and a review of professional literature, Mark Twain needed to expand curriculum and instruction for career and work readiness. Although the school program had been evolving towards a "school to work" orientation, a career education department did not exist. Prior to creation of the Mark Twain Career Development Model, career development at Mark Twain School was largely a function of career responsibilities assigned to a few staff.

Project Anchor staff recognized the urgent need to develop and use school practices that could re-motivate students to learn academic and self-determination skills and apply them in the world of work. In response, a Career Education Department was formed. A Career Development Model was created and implemented under the leadership of this new department.

B. Career Education Department

The Success for Every Student Plan linked the Career Education Department to school improvement goal #1: Provide a range of quality educational programming that leads to school and postsecondary success for every student. Two major tasks were assigned to this new department:

Task 1. Develop a career education program which plans, coordinates and implements career/vocational offerings and activities including the following:

- Review and order career curricula and materials.
- Coordinate career assessment and planning.
- Develop and coordinate career education courses.
- Identify, develop and supervise students' in-school jobs.
- Increase support for Mark Twain students at the Thomas Edison High School of Technology.
- Provide information on careers to staff, families and students.

Task 2. Expand career exploration, decision-making, and career preparation opportunities in each of the Montgomery County Career Connections clusters, including the following:

- Develop an accessible database of all current Mark Twain identified opportunities for job visits, job shadowing, cooperative employment and internships.
- Plan and implement a process for matching emerging student interests, skills and learning styles to identified career opportunities.
- Develop a coordinated plan to expand business and community partnerships for each of the Career Connections clusters.

A third task was seen as a shared responsibility of all department chairs and was added:

Task 3. Develop integrated academic/career curriculum-based units, including the following:

- •Identify career competencies to be integrated into content classes.
- •Identify content curriculum classes and units for potential integration of career competencies.
- •Develop and implement integrated academic/career curriculum-based units and activities in each discipline.
- •Adapt existing integrated academic/career curriculum-based units and lessons to match needs of Mark Twain students.

Staffing

The following staff positions were incorporated into the Career Education Department: Transition Support/Mainstreaming Teacher and Teacher Assistant; Career Information and Employment Center Coordinator; Career Connections Coordinator; Outreach/GED Teacher and Teacher Assistant; Outreach/Work Experience Teacher; Experiential Class Teacher; Technology Education Teacher; and the Project Anchor on-site Coordinator.

In particular, the Transition Support/Mainstreaming Teacher was chosen to serve as Department chair. Under her leadership, monthly department meetings were held with a clear focus on implementation of tasks and activities specified in the Mark Twain SES Plan. These meetings greatly enhanced communication and coordination of activities, clarified roles and responsibilities, established priorities, provided mutual support, identified problems and solutions, and celebrated progress and accomplishments.

The position of Career Connections Coordinator was created to provide leadership for implementation and infusion of job-site learning into the instructional program. Initially, the objectives were (1) to establish an experiential, work-oriented class for 6-8 students who were totally unmotivated and demonstrated opposition to school-based instruction; and (2) build a network of job sites that would allow for visits, and eventually, job shadowing experiences by all Mark Twain Students. Page 57 describes the experiential, work-oriented class.

The Career Education Department implemented the following improvements in the Mark Twain School program:

- Creation of a comprehensive, feasible career development model for Mark Twain students.
- Development of a promising career assessment and planning process.
- Systematic use of a proven curriculum to promote career exploration and prepare students for the world of work.
- Development of a Career Resources Network and database of local employers to actualize job visits, shadowing and employment.
- Implementation of outreach teaching for drop-out prevention and school to work transition.
- Development of an innovative, cross-school business enterprise program.
- Implementation of an Exploring Technological Concepts course.
- Development of a bank of integrated academic/career instructional lessons.
- Expansion of print and audiovisual resources for career information and transition.
- Increased access to vital information sources required for paid jobs (birth certificate, social security card, photo ID).
- More appropriate programming of students for in-school jobs.
- Increased on-site support for student inclusion in Edison High School of Technology.
- More efficient scheduling of transportation for job and site visits, shadowing, and student service projects.
- Increased staff knowledge and skill for career development.

These improvements and how they were achieved are discussed on the following pages.

C. **Mark Twain Career Development Model**

The Career Development Model provides a continuum of career-exploration, decision-making and career preparation experiences from 6th-8th, 9th-10th, and 11th-12th grades. The model includes four year plans, career assessment process, job visits, job shadowing, in-school jobs, cooperative employment, internships, and school-based business enterprise. The following chart depicts the Mark Twain Career Development Model.

MARK TWAIN CAREER DEVELOPMENT MODEL

6th-8th grades (Middle School)	**9th-10th grades (Senior High I)**	**11th-12th grades (Senior High II)**
Career Exploration & Decision-Making	Career Decision Making & Career Preparation	Career Decision-Making & Career Preparation
• 4 year planning (all 8th grade students) • Job visits • Mentoring • Industry speakers • Interest/aptitude surveys • Student Service Learning • Integrated Instruction • Career Cluster Activities	• Career assessment/self-assessment/Revise career plans • Job visits • Job shadowing • Student Service Learning (complete by 10th grade) • Experiential career program • Exploring Tech Concepts (ETC) (9th grade) • Integrated Instruction • Career Cluster Activities	• Career assessment/self-assessment/Revise career plans • Job shadowing • Edison Center program (vocational school) • Paid work in-school (11th grade) • Cooperative Work Experience (11th-12th grade) (Paid work outside Mark Twain) • Internships • ETC (as needed) • GED/Outreach program • Outreach/job development • Business Enterprise (selected students) • Integrated Instruction • Career Cluster Activities
CAREER EXPLORATION/TC COURSE (Exploring Careers)	**CAREER AWARENESS/TC COURSE (Succeeding in the World of Work, Part 1)**	**CAREER PREPARATION/TC COURSE (Succeeding in the World of Work, Part 2)**

From its inception, Project Anchor sought to embed Mark Twain improvements within current State of Maryland and Montgomery County school-to-career initiatives. Under the School-to-Work Opportunities Act of 1994, Maryland launched a statewide program to create comprehensive school-to-career educational opportunities. Entitled "Career Connections," the Maryland program provided funds to help local school systems develop a coordinated system for career development from pre-K through adult learning. Montgomery County's Career Connections system is a framework for all students with one primary aim – that all high school students will graduate, prepared for higher education and/or a career.

The Montgomery County Career Connections program identified clear priorities for the school system. At the elementary level, students are involved in career awareness activities. At the middle school level, students begin to understand career choices by participating in broad-based career exploration such as job shadowing and mentoring. At the high school level, students select broad areas of career focus that are part of a career plan linked to postsecondary education or further employment and training.

After learning about the Career Connections program and the Montgomery County Career Development model, members of the newly organized Career Department at Mark Twain adapted it to meet the needs of the school population. They examined State and County requirements, as well as Mark Twain requirements, and developed a model that was responsive to all three.

When adapting or developing a career education department and model, we recommend that a school incorporate state, county and school requirements into the program to ensure that students meet all of the criteria for graduation.

Model Requirements – State, County and School

The Mark Twain (MT) Career Development Model integrated state, local and school requirements.

Mark Twain School Requirements

In keeping with Montgomery County Public School standards, all Mark Twain students had to have a 4-year plan to meet graduation requirements and identify postsecondary goals. In addition, the MT Career Development Model had to provide flexibility and responsiveness to the emerging strengths and interests of students. School-based learning had to incorporate practical, work-related instruction, business speakers and mentors, and opportunities to visit high interest work sites. The Model also had to ensure the progression of opportunities from school-based learning to job shadowing, internships and apprenticeships, paid cooperative employment, participation in a real business enterprise, and paid employment in the community.

The driving principle for the MT Career Development Model was that mobilization of a coordinated, developmental set of contextual learning experiences could overcome barriers to school success such as learner passivity, curriculum irrelevance, and indifference to academic demands. It was envisioned that the Model would capitalize on the assets of the student population, namely, their energy, alertness, real-life orientation, and desire for hands-on action.

In creating the MT Career Development Model, staff of the Career Education Department identified the following additional requirements:

1. The model must meet short-term and long-term needs of students. About half of the student population consists of "transient enrollments," i.e., students who attend irregularly and do not complete one continuous semester. It is well documented that school to work experiences can capture attention and re-motivate students to attend school. However, it was not enough to just focus on high interest, career-based activities to bolster short-term attendance. Since 1/3 of MT students remained in the program for several years, career/work experiences had to progressively build upon prior learning and more closely approximate individually meaningful paid employment.

2. The model must connect all staff. It was imperative that the model assure school-wide cohesion, perspective and communication. The Career Development Model involved all instructional staff including academic classroom teachers and assistants, vocational/technical teachers and assistants, outreach or alternative teachers and assistants, and specialists (transition support teacher and assistant, career connections teachers, career information and employment coordinator). Interdependent and particular responsibilities for implementation of the Model were conveyed at full staff in-service sessions.

3. The model must provide career assessment and instruction for all students. All MT students participated in the career assessment and planning process and received systematic school to career instruction in classes with their teacher advisor.

4. The model must match learning experiences and opportunities to student IEP goals and objectives. Students were encouraged to understand the relationship between personal interest and abilities, and work options and opportunities, and develop a responsive transition goal for inclusion in their IEP.

D. Career Assessment and Planning

To develop realistic career goals, students must learn about themselves as well as careers of interest. They need to recognize their personal interests and strengths to positively consider their future and a career. Montgomery County Public Schools selected The Career Game to be used as a career interest assessment tool. It incorporated research and theory from the Self-Directed Search, and converted the six text-based interest areas (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) into color-coded equivalents. Students enjoyed completing the "5 x 8" booklet, which contained 125 yes/no choices of interests, such as "be a camp counselor," "visit a science museum" or "sell raffle tickets." Scoring was easy as the student counted the number of boxes checked "yes" or "no" in each color group.

Scores in the Career Game were quickly entered into the computer for analysis. A two-three page report, "Job Possibilities for the Career Game Player" was produced for the student. The report generated four different educational goals: less than high school, high school graduate, high school plus two years of education (technical), and college (four years). The different reports reflecting the different levels of educational attainment allowed students to compare the difference in career opportunities according to years of education.

Students took a genuine interest in their report and sought further information about the occupations listed. So staff and students could learn more about the identified occupations, both print and electronic career information resources were available:

- The Occupational Outlook Handbook (http://stats.bls.gov/ocohome.htm).
- CX Bridges: CX-98, an Online Career planning subscription service offering detailed, up-to-date career descriptions, employment outcomes, educational pathways, advice from people in the career, lesson plans for teacher, aptitude self-assessments, internet links, and many other career materials.

Although the Career Game report was extremely valuable, project staff felt that it was important to provide a planning supplement that could:

(1) connect the Career Game and the generated report to the specific Montgomery County framework of Career Clusters; and

(2) provide a concise summary and attachment to the IEP, under Transition Services or the career/technology education transition annual goal.

The Career Game report and a copy of the Career Clusters Planning Form were placed in the student's portfolio. These served as a basis for planning student's job shadowing experiences, internships, paid employment, mainstream career-focus programs in regular schools or special career preparation offerings at the Thomas Edison High School of Technology. The Career Connections Coordinator, who was responsible for arranging job shadowing experiences, strongly encouraged students to select field visits related to their career cluster plan. Reviewing the Career Cluster Planning Forms also helped the coordinator to plan for job shadowing experiences.

Another support for career assessment and planning was a booklet **Exploring Career Clusters: A Guide for Students, Families and Educators**, from the Instructional Materials Laboratory, University of Missouri, at Columbia (**Exploring Career Paths**). The Mark Twain Career Education Department made extensive changes to the Missouri booklet to fit the career clusters endorsed by Montgomery County, Maryland. Students used the **Exploring Career Clusters** booklet in conjunction with **The Career Game Self-Assessment** to record information and experiences about occupations they wanted to explore. Students could note impressions from job visits or job shadowing experiences. Steps were provided to sharpen student thinking about an action plan for pursuing a career choice. Although the booklets were distributed to all teacher advisors, few students chose to use these booklets because of the reading, writing and self-organizational effort required. As an alternative, teacher advisors, outreach and alternative teachers, and the Career Connections Coordinator used the written text to spur classroom discussions and promote individual student conferencing and planning. This difficulty underscores the importance of considering the needs and abilities of the students for assessments.

There are a variety of career assessments available and appropriate for use with middle and high school students. Information is included in the Resource section at the end of this chapter.

E. Career Instruction

All Mark Twain staff completed the National Transition Alliance's Indicators of Effective Practices Assessment by rating current implementation and importance for each indicator. This questionnaire is contained in **Appendix G** for the reader to use, as desired. This self-evaluation questionnaire included five main categories of transition programming:

(1) student focused planning and developing;
(2) career pathways and contextual learning;
(3) business, labor and community resources;
(4) family involvement; and
(5) structures and policies.

A critical part of self-determination, career development and promoting positive life outcomes for students at Mark Twain was ensuring that they received appropriate orientation and instruction related to careers.

Stakeholders and staff agreed that a more comprehensive, school-wide approach was needed – one that would provide consistent, sequential instruction for successful transition to postsecondary career employment and independent living. As the Mark Twain Career Development Model depicts, we embedded career exploration, awareness and preparation into the year-long TC class period (first period every day) as a course of study. In addition to addressing an unmet need of all students, this course would satisfy the Cooperative Work Experience course requirement for high school graduation.

Staff carefully selected chapters to be covered from each book chosen for the differentiated programs. Middle School TCs were expected to address ten of the sixteen chapters in Exploring Careers, in a specified sequence that aligned with the self-determination curriculum. These ten chapters are itemized in **Tables 2 and 3**. TCs were encouraged to use additional material from the other six chapters when timely: Thinking About Work; Focus Career Plan; Finding a Job; Applying for a Job; Living a Balanced Life; and Looking Beyond Today.

Senior High career instruction was differentiated, with older students (11^{th}-12^{th}) receiving an emphasis on finding a job (Ch. 6, 7), joining the workforce (Ch. 8, 9, 10), and life skills (Ch. 19-23). The concentration for 9^{th}-10^{th} grade students was on self-assessment and decision making (Ch. 1, 2), exploring careers and developing a career plan (Ch. 3, 5), and interpersonal relationships and teamwork (Ch. 13, 14). Professional development, including communication skills, technology and time management (Ch. 15-18) and lifelong learning (Ch. 24, 25) areas were included for both Senior 1 and 2 students. TCs were given the following guidelines to help implement career education instruction.

Teacher Counselor (TC) Guidelines for Career Education Component

1. Become familiar with the overall organization of the Teacher's Edition. Each chapter offers a rich array of possible teaching activities to make the text material come alive.

2. As always, be flexible and creative in using the commercial material. Adapt or modify to meet students' needs. For example, the book might say "have students write…" – you can decide to have them tell, draw or demonstrate.

3. Much of the material in this Career Education Component supplements and reinforces instruction in the Self-Determination Curriculum (SDC). Refer to and utilize previous worksheets, self-assessments, and lessons as much as possible to avoid complaints that "we already did this" and to emphasize importance of the concepts. For example, the following sections reinforce SDC instruction:

Middle School: Exploring Careers. Lesson 1-2, Your Skills and Aptitudes, matches activity V-1, What are you good at? From SDC, Personal Assets Unit.

Senior High I: Succeeding in World of Work. Section 2-3, Are Your Goals Realistic? Covers learning styles that can incorporate the Learning Styles Activity from SDC and the Student Involvement in IEP's Unit.

Senior High 2: Succeeding in World of Work. Section 10-2, Acting Like a Professional, includes Controlling Anger which reinforces techniques taught in the SDC Anger Management Unit.

4. Options for assessing student learning are presented at the end of sections and in chapter reviews. Feel free to select the means of assessment that you prefer.

5. Each TC will be provided a set of transparencies correlated to the sections or chapters to be taught, along with matching Transparency Teaching Suggestions and Activities.

6. Senior High 1 and 2 will each have a Videotape Library, housed in the Program Assistant's office. Each video library contains text-correlated video segments (5-10 minutes), as well as suggested teaching activities, and enrichment activity worksheets.

7. Each program will also have a complete set of additional resources containing the following materials: lesson plans, school to work (senior) or career cluster (middle) activities, Internet and media resources, reproducible tests, and other supplemental resources.

F. Integrated Academic/Career Instruction

Nationwide concerns about the lack of youth preparedness for the skill demands of today's workplace led to major legislation such as the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and the School-to-Work Opportunities Act of 1994. Both of these Acts emphasized the need to bring career/vocational and academic learning together in contrast to the separateness that was so prevalent in education.

The National Transition Alliance for Youth with Disabilities (NTA) advocated the importance of contextual or integrated learning for improvement of special education results (cf. Alliance Newsletter, 1997). Project Anchor staff participated in NTA conferences for U.S. Office of Special Education Transition projects and gained awareness of instructional applications ranging from individual academic teacher efforts to incorporate career themes into classroom content, to reorganization of an entire school curriculum around a specific occupational cluster or career focus. In addition, during the summer of 1998, a team of Mark Twain staff participated in the Project Anchor Summer Institute (see page 15). This institute provided further documentation of the benefits of integrated curriculum and helped the school team conceptualize viable methods for implementing integrated instruction at Mark Twain.

Based on this background of professional development and the literature, and the specific organizational and staffing realities of the Mark Twain School and Satellites (i.e., primarily an academically, course-oriented program with career and work experience components), two models for integration were judged feasible for implementation:

1. Making academic courses more career/work relevant. This model requires academic teachers to modify courses to include career and work-related content.

2. Creating interdisciplinary project themes that combine academic and career knowledge or skill. This model requires collaboration between two or more teachers who carry out mutual or co-instruction in their respective disciplines.

Following participation in the 1998 Summer Institute, several teachers in each academic discipline were provided extended year employment to develop integrated lessons. A standard lesson plan format was used that required the following information:
- course title;
- title of unit;
- approximate date for implementation;
- overview, objectives;
- materials, procedures/activities; and
- evaluation.

Objectives included: (a) a relevant MCPS academic objective and (b) a career/vocational objective related to a Secretary's Commission on Achieving Necessary Skills (SCANS) workplace competency or industry standard. Workplace competencies according to the SCANS Report (1992) involve productive use of resources, information, systems, technology and interpersonal skills. Twenty-eight units were produced and implemented during the school year. (**Appendix M** contains the summary of the various units developed). Nine of the units addressed an interpersonal or social skill in addition to career-vocational and academic.

Staff evaluations indicated considerable satisfaction with the lessons. Most teachers felt that students were more engaged with the academic content when it was applied to a career context. They also felt that a work-related site visit or speaker during the instructional unit increased student interest, engagement, and learning. (**Appendix N** contains the plan for career connections that was developed to support approximately half of the 28 units during the 1998-1999 school year).

A large contingent of the Mark Twain staff (school and satellites) enrolled in a summer business internship course for teachers (Montgomery Education Connection Business and Technology

Program for Educators, page 17). This strengthened staff's understanding of the skills and personal qualities needed for survival in today's workplace. Interdisciplinary teams of teachers were paid to prepare additional integrated instructional units, converging instruction from several disciplines on work-related issues and skills. It was anticipated that the units would increase student interest, apply and support the relationship across disciplines, heighten clarity, importance and acquisition of these skills, and demonstrate application to real life situations. (**Appendix O** summarizes the units developed during Summer 1999). In addition to an overview, objectives, materials, procedures/activities, and evaluation, these units all included "Linkages to Industry," i.e., work-based learning opportunities or roles of industry representatives. For example, the unit on "Hiring Practices and Civil Rights" (see item 1 in **Appendix O**) specified on-site visits to human resource departments and a guest speaker from the Maryland Department of Employment.

Examples A and B present two units developed by Mark Twain staff: the first, an example of academic course modification to include a career skill; the second, an example of an interdisciplinary unit with an academic/career project theme.

EXAMPLE A

LESSON PLAN - INTEGRATED VOCATIONAL ACTIVITY

Course Title: Modern World History A
Unit of Study: Industrial Revolution

OVERVIEW:
During the Modern World History A - Industrial Revolution Unit, students will analyze the skills necessary for people to make the transition from hands-on cottage industry and agricultural economies to a machine-made factory system. Based on this knowledge, students will investigate the continuing American Industrial Revolution and how the necessary skills are currently evolving.

OBJECTIVES: (Use * to designate specific vocational objectives)
Students will be able to:

1. Identify and describe the new skills that were necessary for workers to develop in order to participate in the original European and United States Industrial Revolutions.
*2. Relate how necessary new skills have continually emerged in response to the changing demands of society.
*3. Examine the SCANS Report and recognize the competencies and foundations necessary to succeed in the world of work today.
*4. Perform a self-assessment of skills for success in the workplace (SCANS Skills Pre-Assessment).

MATERIALS:
- World History Texts
- SCANS report Handout (Summary Sheet)
- *School-to- Work Library Series* (keyed to SCANS report)
- SCANS Skills Pre-Assessment

PROCEDURES/ACTIVITIES:
1. Students will re-read chapter on European feudal/agricultural societies and the era of the Industrial Revolution.

2. Students will create two lists, one for each period, enumerating competency skills necessary to succeed in each economy.

3. Utilizing a Venn diagram to identify differences and commonalities, students will be able to identify the increased need for technological skills.

4. Via class discussion, students will analyze how the sports industry has grown in the United States in the past 150 years. Discussion should focus on four areas: increased leisure time resulting from the industrial revolution; advances in media technology, i.e., print, radio, television, satellite communications; advanced technology increasing public awareness of the sports industry; and the technological skills and innovations that allowed the industry to expand.

5. Teacher will distribute SCANS Competencies information sheet and review each category with the class.

6. Divide class into pairs. Each pair will receive a *School-to- Work* pamphlet from the following titles: *Communication Information, Organizing Information, Effective Budgeting, Leadership, Teamwork, Negotiation, Understanding Systems, Management, Effective Scheduling, Dealing with Diversity.*

7. Each pair will review the pamphlet assigned, complete a review sheet, and report their findings to the class. This process will be repeated until all pamphlets have been reviewed and reported on.

8. Students receive copy of SCANS Skills Pre-Assessment and give examples of how he/she used the skill recently. Students then complete an individual self-assessment.

SUPPLEMENTING ACTIVITY:
A teacher from the school staff will speak to the class in terms of experiences with employers and their demands for SCANS competencies in the workplace.

EVALUATION:
Teacher evaluation of partner school-to-work pamphlet review sheets, based on selection of main points.
Student understanding of SCANS competencies as reflected in individual self-assessment.

TIME: Approximately 180 minutes

EXAMPLE B
LESSON PLAN CAREER- VOCATIONAL BLENDED INSTRUCTION ACTIVITY

Course Title(s) English 9A Career Awareness

Interdisciplinary Unit of Study (must include at least two academic disciplines): English and Career Awareness

OVERVIEW:

To Kill a Mockingbird by Harper Lee takes place in the 1930's in the South where justice/injustice are viewed differently by people. Students will research hiring practices with respect to changes that have occurred due to the civil rights movement.

OBJECTIVES:

A. ACADEMIC (consider Core Learning Goals from MCPS Program of Studies)

Students will be able to:

1. construct, examine, and extend meaning of traditional and contemporary works recognized as having significant literary merit. (1.2.5)

2. explain and give evidence to support perceptions about print and non-print works. (1.3.2)

3. identify the qualities that employers look for in employees

B. SOCIAL SKILLS/ WORKPLACE (consider Skills For Success Core Learning Goals and include any technology-based objectives marked by *)

1 . Students will identify the most important ideas or issues in specific situations. (2.1.9)

2. Students will analyze the effects of bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations. (2.5.4)

3. Students will explore the skills that are necessary for decision-making as related to career/vocational endeavors.

C. CAREER (consider Industry Skill Standards)

1. Students will explore how ethical practices (with respect to cultural, social and ethnic / environmental differences) in the workplace affect the employees as well as hiring guidelines.
2. Students will explore the concepts of individual responsibility, self-management and integrity as related to hiring practices.

MATERIALS:

--**To Kill a Mockingbird** text
--computers
--booklet of the Rules and Regulations Related to Employment provided by the Maryland State Employment Agency.

PROCEDURES/ ACTIVITIES:

1. Students will read the text in class.
2. Students will explore the concept of justice and injustice as portrayed in the text.
3. Students will research the civil rights movement and how it affected the workplace.
4. Students will use the internet to research the history of hiring practices in the United States.
5. A guest speaker from the Maryland Department of Employment will discuss the rules and regulations governing hiring practices.
6. Students will visit a variety of businesses and explore hiring practices.
7. Students will keep a learning log for each of the businesses that they visit and record the hiring practices.

LINKAGES TO INDUSTRY (Work-based learning opportunities or roles of industry representatives):

Students will connect what they are learning in school to the world of work through on site observations of hiring practices in a variety of workplace sites as well as guest speakers from the Maryland Department of Employment.

EVALUATION/ ASSESSMENT (Select from attached "Menu of Assessment Methods"):

Students will write a multi-paragraph essay discussing the similarities and differences of hiring practices in the last half of this century and how the civil rights movement has contributed to the changes.

After teaching the integrated lessons, Mark Twain staff completed a detailed "Instructional Lesson Evaluation Form" **(Appendix P)**. Formal evaluations were received for 16 of 28 units developed in Summer 1998, and for 7 of 14 units completed in Summer 1999. Of the 16 units evaluated in the summer of 1998, 15 received ratings of "very good" or better on student response (intent and challenge) and teacher use (ease, utility, impact). Four of the seven lessons from Summer 1999 were rated very good or better. (**Appendices M and O** include these exemplary, field-tested units with an asterisk).

G. Job Visits/Job Shadowing

This section concentrates on the development of the job visits and job shadowing opportunities and provides the reader with information on how key activities were undertaken.

Job visits were defined as one day, 1-2 hour orientations to jobs in a particular business, typically including a group presentation by the site contact person, a tour of the facility with brief stops at employee locations, and opportunities for questions and answers. *Job Shadowing* was defined as a one-two day, 2-3 hour per day experience, typically including close observation and limited hands-on participation with one or two employees engaged in work duties, and opportunities for detailed questions and answers.

Table 4 shows how job visits and job shadowing experiences evolved over the three years of Project Anchor.

Table 4
Key Activities for Job Visits and Shadowing

Year	Key Activities
1997-1998 (Year One)	- Establish experiential, work-based learning class - Contact employers to arrange job visits
1998-1999 (Year Two)	- Continue experiential, work-based learning class - Develop network of employer job visit sites - Arrange 2 job visits for every teacher/counselor (TC) class per semester - Arrange special job visits to support integrated curriculum units - Pilot job shadowing - Arrange guest speakers in high interest career clusters
1999-2000 (Year Three)	- Continue/refine experiential, work-based learning class - Expand network of employer job visit sites and identify sites for job shadowing - Continue job visits for Middle School TC classes - Arrange job shadowing for Senior High students to match career plans or teacher referrals - Develop data base for TC use in identifying job visit sites for class or individual students - Arrange guest speakers in high interest career clusters

As Table 4 indicates, the school arranged two job visits per semester for each teacher counselor class. During the 1998 – 1999 school year, the number of job visits exceeded the planned four visits per TC class and 12 job shadow experiences were piloted.

Steps to Establish Job Visits and Shadowing

The following describes the steps taken by the Career Connections Coordinator to establish job visits/shadow opportunities. It is important to note that special training is not required to develop job site visits and job shadowing opportunities. Professional job developers rely on the phone book, personal contacts, referrals made by trade associations, networking through community based organizations such as local Chapters of Chambers of Commerce, Lions Clubs, etc., and touring the community to identify and locate possible sites of interest. The classified ads of the local paper are also a good resource for identifying employers that might have the type of job you wish to visit or shadow. Once a site is identified, the next step is to contact the employer.

Contacting Employers

Based on student interest and input, the Career Connections Coordinator contacted potential employers who represented career areas of interest to students in the experiential, work-oriented class. Some of the first business contacts were in construction, sales, horticulture and animal care. Several companies were already involved in the Communities In Schools Montgomery County program, an initiative to develop school-business-community partnerships and known to the Coordinator. However, when businesses within CISMC did not meet student needs, the coordinator used the phone book as a resource to identify other businesses or would contact the representative trade association to seek local referrals. After a business was identified, the coordinator contacted them by phone (a "cold call") to explain the reason for the call. She focused on student interest in learning about the job, the education and training required, and about the employer/company. She described the outcomes for the visit, and arranged a day and time for the visit. A letter reiterating the purpose of the visit was sent prior to the actual visit. Most businesses were receptive to student visits and provided an orientation to the job, such as the type of education and training required, salary, level of responsibility, etc.

Developing a Network of Employers for Job Visits and Shadowing

Using known employers, referrals from trade associations, results of "cold calls," and leads provided by colleagues resulted in more than 50 job visits the first year. To broaden the scope and breadth of contacts, the Coordinator also made presentations to various business organizations throughout the county to explain the purpose of the visits and to generate interest. By the third year, the network of employers had expanded to include more than 150 businesses and agencies. A database was developed to keep track of business sites, services offered, and particular features of a site. The database included the following: the name of the business; name of contact person; type of business; business address and phone/fax number; a notation as to if the contact person provided a job visit or job shadow opportunity, or was available to speak about their company and occupations found within; a place to record when an introductory letter, confirmation letter, or thank you letter was completed; career cluster information; and space for written notes about the site/visit. The database allowed teacher counselors or other staff to review available sites by career clusters and consult with the Career Connections Coordinator to schedule visits during the school year.

Importance of Employer Network
It is desirable to have a network of employers to call upon as students express interests in various careers. To keep the network current, it is important to establish and maintain an ongoing relationship with the employer. Suggested activities for doing so include:
- occasional phone calls or letters;
- sending seasonal greeting cards;
- mailing them school newsletters or other school information;
- involving them in school activities such as participating in career days;
- asking them to become student mentors; and
- inviting them to social functions at the school.

The goal is to establish and maintain a relationship with an individual at the company.

Preparing students for the site visit
To prepare for the job visit or job shadow experience, the coordinator provided students with information about the employer and the range of employment opportunities they would observe. She facilitated discussion about the types of questions for students to ask. She also coached them about appropriate behavior and dress.

Job Site Visit Log
To assist students in recording details of the visit, a "job site visit log" was created. (This log is included **in Appendix Q).**

The site visit
During the actual site visit, the coordinator facilitated interaction between students and the host. She assisted students on assessing how the characteristics of the particular job "fit" their own interests and needs.

Follow up
Student follow-up:
Following the site visit, the job site visit log was used for in-class discussions. Students shared impressions of what they liked and did not like about working in the businesses visited. They also discussed facts such as education, training, salaries, benefits, and qualifications for employment.

Employer follow-up:
After each visit, the coordinator made a follow-up telephone call to solicit employer feedback about the visit, encourage future visits, and develop a relationship with the employer that could open doors for students in the future. Thank you letters were also sent, sometimes with a small student-generated gift of appreciation.

Information about the employer and the date of the visit was recorded in the database.

H. Work Experience Programs

Research demonstrates that one of the best predictors of successful employment after high school is completion of a paid work experience or internship while in high school (Luecking & Fabian, 2000, Romano & White, 1997; Sample, 1998). Wehman (1992) stated the issue convincingly:

> "Students with behavioral disorders are spending too much time in the classroom, too little time in community-based training and virtually no time in paid work experiences…Education must begin to focus on jobs and paid work experiences while these students are in school."

The Mark Twain Career Development Model called for a progression of career/job-based learning that gradually builds students' critical skills and attitudes necessary for real-world employment success, while facilitating completion of academic requirements for graduation. The model progresses along a continuum of employment opportunities, starting with "in-school" employment and ending with paid employment in the community.

Continuum of Employment Opportunities

Job Visits/Job Shadowing → In-School Work Experience → Cooperative Work Experience (out of school) → Internship→ Job Development

The following information is provided to illustrate the increasingly independent work activities found within the Mark Twain Career Development Model.

In-School Jobs

Criteria for participation

To participate in the in-school jobs program, interested students had to meet the following criteria:

- demonstrated progress in level of responsibility since enrolling at Mark Twain;
- 90% attendance;
- the in-school job had to fulfill the career development or student service learning component of state graduation requirements; and
- a photo ID and Social Security Card.

Employment process

Students satisfying the above criteria met with the career center coordinator and discussed interests and the availability of and expectations for in-school jobs. Students were matched to a job opening and interviewed for a position with the job supervisor (for example, classroom teacher, media specialist, cafeteria manager).

The first two weeks of work were a probationary period that provided an opportunity to learn the job and resolve any issues that arose. After successfully completing the probation period, the student filled out an official Montgomery County employment application and interviewed with a personnel specialist at the Montgomery County Public Schools central office.

These two activities provided opportunities for students to practice skills needed for future employment.

Performance evaluation
As in any job setting, the job supervisor provided periodic ratings on vital work-related behaviors such as:
- reporting to work on time;
- dressing appropriately;
- seeking assistance appropriately;
- following directions;
- working independently;
- accepting feedback and
- relating positively with supervisor and co-workers.

Appropriate work behaviors, learning how to accept feedback, and using effective interpersonal communication skills were important aspects of the learning that occurred on in-school jobs. The career center coordinator monitored progress, counseled students, and modeled ways for students to resolve job issues.

Cooperative Work Experience (CWE)

The CWE program consists of two components: (1) a CWE course which provides an orientation to the world of work and consumer information for the working person, and (2) on-the-job training (OJT) supervised by the CWE coordinator. Students were expected to be concurrently enrolled in the CWE class while completing OJT. A student's Teacher Counselor helped the student identify career/employment interests, recommend job visit or shadowing sites, and promote knowledge and understanding of skills and behaviors needed for successful job performance.

To be considered for participation in the CWE, students had to demonstrate progress in behavior management and attend school regularly. The Career Information and Employment Coordinator met individually with each student on how the work experience fit into the overall plan for high school graduation and assess the student's readiness for paid employment. The results of the student's Career Game assessment were reviewed. The Coordinator often arranged cooperative work experiences to match individual student characteristics and interests. Whenever possible, employers contained in the database were used to identify job placements.

Students were expected to: (1) initiate telephone calls to prospective employers; (2) obtain and fill out employment applications; and (3) independently arrange and complete individual interviews with the business designee. The coordinator provided intensive support to students during this job-seeking phase through detailed explanation of required steps, assistance with completion of paperwork, and rehearsal of individual interview scenarios. Students who used this process had positive CWE outcomes.

Once a student entered paid employment (whether in-school or community-based), the coordinator provided consistent support and monitoring through alternate week site visits. However, the coordinator was available to the employer and student as problems arose. It was often necessary to counsel CWE students on how to resolve conflicts with supervisors and co-workers. All CWE students received periodic structured feedback from their job supervisors on

key work-related behaviors (e.g., reporting on time, following directions, working independently). An end-point evaluation was used to determine the student's grade for the OJT experience.

Most CWE students earned one credit per semester (equivalent to 150 hours), thereby earning within a year the two credits required for a career development graduation completer. Others began their CWE/OJT program in their junior year by completing an in-school job before being placed in a community position. For the more vulnerable student, in-school jobs afforded greater support and accommodation. This allowed for the gradual development of necessary self-confidence.

Successful CWE employment was a powerful stepping stone to postsecondary employment or education. More than 75% of CWE experiences for Mark Twain students were successful. It was not unusual for students, who could not meet academic demands for graduation, to have a positive CWE experience.

Internship

Partnership

Mark Twain School developed an exemplary internship partnership with a local technology company. The president of the company made a personal commitment to Mark Twain students. Employees of the company often served as school mentors. Internships were available for 4-6 students during the school year, primarily in the following areas: lab technician, clerical services, financial services, and information services (e.g., mailroom, photocopying). Students, with proven records of reliable attendance and punctuality, and prior successful work experience, applied for company internships, subject to the Mark Twain Career Information and Employment Coordinator's approval. Throughout the first 3-4 weeks of "beginner" employment, the supervisor provided close supervision. The Mark Twain coordinator provided weekly on-site coaching as well. As the intern achieved company work standards, the Mark Twain coordinator reduced on-site visits to monthly. Internships were usually scheduled as triple periods in the afternoon, 2-3 times per week.

I. Business Enterprise Program: Twain Gardens

During the second year, the School Leadership Team decided that a business enterprise program was needed to more fully implement the Mark Twain Career Development Model and provide a real-world, projects-based school-to-work opportunity for students. Several staff volunteered to consider possibilities and formed a committee to explore options. The committee generated many ideas for a business enterprise, including: baking and selling bread, selling pizza or coffee, starting a business in a local mall, developing a school store, building and selling structures made in technology education classes, building a greenhouse and starting a nursery business. After engaging a consultant in business enterprise programs, the committee decided that within 3-5 years, a self-sustaining greenhouse would exist on the grounds of Mark Twain. It was envisioned that students would run the program in its entirety, growing plants, herbs and flowers for sale.

The business enterprise was viewed as an excellent way to meet multiple teaching objectives across disciplines, to motivate students' attendance and participation, and to provide students opportunities to develop transferable skills. The core of the program focused on social skills, technology education, business, and integrated academics. Through the business enterprise, students learned skills such as conducting market analyses, acting as purchasing agents/buyers,

marketing and selling products, performing price comparisons, calculating profits, and balancing the financial accounts.

A Mark Twain teacher with business experience agreed to launch the program with a group of juniors and seniors. A middle-school science teacher volunteered to incorporate enterprise-related projects into the Middle School science curriculum. Senior high students became the enterprise board of directors and acted as mentors for middle school student projects.

Ten senior high students selected for the Enterprise Program demonstrated positive motivation towards active learning but problematic school attendance. The enterprise students, teacher, and teacher assistant met daily during the first period (self-determination/social skills for the job) and six/seventh period (enterprise/on-the-job training). Students attended English, math, and social studies classes during periods 2-4. The fifth period was double coded as horticulture or environmental science, depending on student need. Except for Monday, all periods were block scheduled, with the horticulture/environmental science class held on Wednesday and Friday. This schedule permitted ample time for community trips to observe various businesses, purchase materials, solicit sponsors, make presentations, and engage in sales.

Table 5 summarizes business enterprise activities during 1999-2000.

Table 5

SUMMARY OF BUSINESS ENTERPRISE ACTIVITIES: SENIOR HIGH

- Selected business name: Twain Gardens, designed logo, printed business cards.
- Elected business officers; investigated obtaining a business license and registering a trade name.
- Planned, purchased materials, designed and distributed publicity, and conducted a series of sales: mums, Halloween pumpkins, Christmas Poinsettias, Valentine baskets, spring plants and vegetables, Mother's Day Flowers.
- Constructed a bulb garden.
- Completed student service learning projects: harvesting crops at St. Elizabeth's Hospital; arranging/delivering Christmas boxes to needy families; writing letters to convince friends not to do drugs.
- Obtained contract for supplying centerpieces for Montgomery County Chamber of Commerce function.
- Produced videotape for presentation to staff and community groups.
- Participated in conferences: Sustainable Agriculture Research & Education Conference, Jekyll island, Georgia; Clean Water Conference, Rockville, MD; chamber of Commerce "Women in Business Conference," Montgomery County, MD.
- Completed self-determination research projects and poster on qualities of successful business people (heroes).
- Visited local colleges and completed applications for admission.
- Made field trips to various nurseries and gardens in area.
- Planned, decorated, purchased and made merchandise, advertised, and conducted sales for Twain Gardens Winter and Spring gift shops.
- Participated in site visit by U.S. Secretary of Labor, Ms. Alexis Hermann.

Students developed and presented a business plan to secure start-up funding. They presented their plan to the school principal who provided a $1000 loan. A loan agreement was signed by the student treasurer of Twain Gardens, the Principal, Financial Assistant, and the faculty sponsor. The program started with landscaping at Mark Twain and the buying and selling of potted flowers and other holiday and seasonal flower sales. Typical incentives for students included good grades, positive behavior points for higher level privileges, Mark Twain "bucks"

for school store purchases, letters of appreciation, publicity and recognition within the school, and local newspaper and TV coverage. In particular, Senior High students were paid with in-school money for landscaping projects that resulted in long-term school improvement, such as the construction of the bulb garden.

Middle School Program

The Twain Gardens enterprise was conceived as an innovation that, if successful, would ultimately extend to the entire school. The first year goal was to involve one special class in Senior High 2 and all Middle School students (approximately 35). The second year goal was to continue the enterprise activity by middle school students moving up to Senior High 1. The model for the school enterprise program needed to have enough breadth to encompass middle school to senior high participation while also promoting a cohesive organization of specific learning activities.

Overall leadership of Twain Gardens was the responsibility of the Senior High Board of Directors. Middle School students were largely responsible for (1) the butterfly garden, (2) production and sale of scarecrows, (3) construction and installation of bird feeders, and (4) planning for the greenhouse. Students chose projects and responsibilities they preferred. Science classes were organized into project-based groupings. Earth, life and physical sciences themes were applied to hands-on projects, which greatly enhanced student participation and achievement. For example, students, working on the butterfly garden, studied related life science topics such as weather and water; earth science topics of plants, butterflies, rocks and minerals, and the physical science topics of simple machines (tools, wheelbarrows). Most students were eager to attend science, particularly looking forward to active involvement in carrying out project tasks. This transformation to an applied, project-based, enterprise-type science curriculum was enthusiastically supported by several educational and community associations or organizations (e.g., Maryland Association of Science Teachers, National 4-H Council, Rockville Chamber of Commerce, MCPS Science Department).

At the end of the school year, Middle School students interested in continuing with Twain Gardens wrote letters stating their qualifications for participation. Writing letters compelled students to think about themselves in a positive manner and to identify their skills and abilities.

J. Technical and Technology Education

Mark Twain School Technology Education

All Montgomery County Public School students are required to complete one year of technology education. Mark Twain Senior High students enroll in the Exploring Technological Concepts (ETC) course, preferably at 9th & 10th grades. ETC is an introductory course that helps students understand how technology is applied to the fields of communication, production and transportation. The first semester focuses on learning how mechanical systems and natural resources can be used to solve problems and make things work better. The second semester focuses on how waves or impulses can be used to solve problems involving light, sound or electronics. In addition, students are introduced to strategies for inventing or creating new solutions to technology problems.

The course was well suited to Mark Twain students' need for hands-on application. The course offered a succession of technology "challenges," such as designing a model airplane or car to fly

the longest or roll the furthest. Math and science principles were taught in a practical lab-type situation. Students were encouraged to work cooperatively in pairs to achieve their solutions.

A major course objective was that students would apply a structured problem-solving process to a variety of technology challenges. Mastery of the six-step problem solving process (state problem, define goals, develop alternatives, select solution, implement, evaluate results) was an important outcome which could be generalized to academic coursework and work experiences.

During the ETC course, students explored career opportunities related to their interests and technological concepts. Every effort was made to help students identify talents and interests that might lead them towards pursuit of vocational or career programs offered in regular comprehensive high schools or the Edison High School of Technology.

All Middle School students were provided a one semester course, Living with Technology. This course also applied the problem solving approach to several technology challenges, selected to boost student interest and attention.

Thomas Edison High School of Technology

Edison High School of Technology serves students from every high school in the County. Students attend Edison for half a day to take technical and career education courses and attend their home school the other half. Courses are three periods long and students earn up to 1 ½ credits per semester. All courses satisfy the state career program completer graduation requirement, and a minimum of 15 hours of student service learning is built into each course. Grade 10-12 students in good standing at their home schools may apply for admission to any of the following career-focus programs: auto body repair; automotive dealership; carpentry; masonry; plumbing; printing and graphics; design and drafting; electricity; electronics; heating, ventilation and air conditioning; hotel and travel; medical careers; cosmetology; restaurant management; information systems management; network operations and programming; and biotechnology. Mark Twain students, with demonstrated interest and aptitude for one of the above programs, are expected to work with the Transition Support Teacher before applying to the Edison program. The Transition Support Teacher meets with the student individually and reviews their eligibility for mainstreaming to another MCPS high school.

Five criteria are used to determine eligibility:

(1) Level of responsibility – the student has progressed from entry on level 2 to level 6, based on points earned through demonstration of appropriate behaviors (e.g., task, language, positive interactions, ignoring disruptions, homework, leadership) over a period of time
(2) Student observation summary – average ratings of four or higher on a standardized observation form delineating the following eleven behaviors: attendance, bus behavior, classroom conformity, task orientation, sense of self-worth, self-responsibility, emotional control, problem-solving, acceptance of authority, respect for others, and social skills.
(3) Attendance – documented attendance is 90% or higher.
(4) Current report card – the student received a C or better in all coursework on the most recent report card.
(5) Mainstream readiness – average ratings of four or higher (80% of the time) on a Mainstream Readiness Survey completed by all the student's teachers at the time the student is being considered for mainstreaming. Survey items include: peer and authority relations; task and

homework completion; self-organization and control; independence and adjustment to change.

In a typical school year, 6-8 Mark Twain students are accepted to Edison. The rigorous Edison program requires reading and organizational skills, and the ability to control one's behavior. Past data indicate that only 25% of Mark Twain students successfully completed the Edison program. For this reason, the Mark Twain Mainstreaming Teacher Assistant was assigned to accompany Mark Twain students to Edison. As a result of this increased on-site support, the success rate increased to 50%.

Career-Focus Programs in Regular High Schools

Each of the County's comprehensive high schools offers intensive career-focus programs in one or more career clusters. **Table 6** presents a listing of these programs that are available to Mark Twain students. The same criteria for mainstreaming described for Edison is applied to regular high schools.

TABLE 6
CAREER- FOCUS PROGRAMS AVAILABLE TO MARK TWAIN STUDENTS

Career Cluster	# of Regular Schools
A. BUSINESS MANAGEMENT AND FINANCE	
Accounting	18
Business Studies	18
Business Internship	18
Information Systems Management	2
International Studies and Technology	1
Marketing	7
B. ENGINEERING, MANUFACTURING, TECHNOLOGY, CONSTRUCTION, AND TRANSPORTATION	2
Auto Body Repair and Painting Dealership	1
Auto Technology	3
Auto Technology Dealership	1
Automotive Service Assistant	1
Cabinetmaking	1
Carpentry	6
Computer Maintenance, Repair and Networking	23
Computer Science- Programming	2
Design, Illustrating, Drafting Technology	1
Electricity (Construction)	1
Electronic Technology (Industrial)	13
Engineering Technology	1
Heating/ Air Conditioning	1
Information Technology	1
Masonry	1
Network Operations and Programming	1
Plumbing	4
ROTC	1
Welding	
C. HEALTH, BIOSCIENCE, ENVIRONMENTAL AND NATURAL RESOURCE SYSTEMS	
Biotechnology	1
Dietetic Manager/ Technician	4
Global Ecology Program	1
Horticulture	4
Landscaping/ Nursery Management	5
Medical Careers program	5
D. ARTS, MEDIA AND COMMUNICATION	
Computer Science- Software/ Multimedia	23
Digital Printing/ Graphic Design	1
Fine Arts and Humanities	1
Media	1
Visual Arts Center	1
E. CONSUMER SERVICES, HOSPITALITY TOURISM AND HUMAN RESOURCE SERVICES	
Career Child Development	23
Cosmetology	2
Design and Merchandising	1
Hotel/ Travel	1
Manicuring, Cosmetic Services	1
Professional Restaurant Management	3

K. Outreach Programs

Outreach Teaching and Work Experience Program (OTWEP)

For some students at Mark Twain, functioning in a traditional classroom setting was extremely difficult. Often, due to this difficulty, students were on the verge of dropping out of school entirely. They had either stopped attending or stopped participating in their schooling. For these students, the Outreach Teaching and Work Experience Program (OTWEP) was a perfect option. Students enrolled in OTWEP needed non-traditional, alternative instruction that provided personalized, practical life-skills training in a non-threatening setting. Instruction usually was in a community-based facility, such as a public library or recreation center. However, a few students met daily at Mark Twain in a self-contained, alternative setting within the school.

The program targeted students who were chronologically juniors. Despite their chronological age of 16 or older, some students had earned high school credits from four (equivalent to freshman status) to 16 (equivalent to upper junior). Some OTWEP students worked towards a Maryland diploma while an equal number fulfilled requirements for a Maryland High School Certificate.

Students participating in the OTWEP received a variety of individualized services designed to engage, motivate, instruct, and support them as learners and workers. These services included:

- Academic instruction
- On-the-job support/coaching
- Counseling
- Family communication and partnership
- Transportation
- Case management and team collaboration

The outreach teacher made a weekly site visit to students who were employed. The teacher assessed interests and aptitudes of those students who were lacking work experience and were not yet employed.

The outreach teacher position included a strong teacher-counseling component built on responsiveness and availability to address family and student issues. The teacher and student formed a relationship through frequent phone conversations, home visits, special meetings, and field trips. This nurturing relationship laid the foundation for a student's instructional, work, and behavioral progress. Often, the teacher set instructional priorities to respond to family concerns. For example, when parents communicated that their son desperately needed to learn to make change, instruction focused on monetary transactions.

The OTWEP was successful in engaging students and preventing dropouts. It was an excellent alternative for students for whom traditional classroom activities were not practical or effective.

Outreach Teaching/General Equivalency Diploma (GED) Program (OTGED)

A significant number of Mark Twain School seniors stated intentions to quit school before graduating, although they were close to meeting graduation requirements. The Outreach

Teaching and GED program provide an individualized alternative to quitting school. Similar to OTWEP, the outreach program used community-based settings and adapted instructional materials to address course requirements for graduation.

On an individualized basis, students received the following benefits:

•Learning packets geared to their skill needs and IEP objectives;
•Homework assignments closely coordinated with the expectations of the academic department heads;
•Use of texts and materials appropriate for reading levels and curriculum objectives; and
•Prompt individual conferencing and feedback on learning or behavior problems.

Students and teachers typically met three times per week, for 1 1/2 hours, covering basic subjects (math, english, social studies, science) plus technology education and/or cooperative work experience. The school applied the credit guidelines for Home and Hospital Instruction to this outreach teaching so that students earned the equivalent of ½ credit for 27 hours of individual instruction (18 weeks x 1 ½ hours per session). Most OTGED students earned between 1 – 1 ½ credits per semester, completing two-three classes.

In addition to the outreach teaching component, OTGED included a program of systemic instruction for the General Educational Development (GED) test.

L. Experiential Class

Since Senior High I level (9th - 10th grade) students were not eligible for cooperative work experiences or outreach teaching, there was a compelling need for an alternative educational approach for this group. An experiential, career-oriented class was formed for students who would not pass from the 9th to the 10th grade.

The following criteria were used to select students:

- students younger than age 16
- students completing 9th grade more than one time
- students with limited educational, career, or cultural experiences
- students with low academic skills and fewer than five earned credits
- students evidencing low self-esteem
- students with adequate potential to work in a group

Objectives

The program emphasized experience-based learning and the development of functional skills. Three program objectives were specified: (1) students would learn about society through contact with business, government, industry, and cultural centers in the Washington, DC area; (2) students would use information gathered from field trips in the community to boost academic skills and explore career opportunities; and (3) students would create individual portfolios reflecting awareness of job search and interview techniques, employment prerequisites, and realistic career possibilities.

An experiential class teacher and teacher assistant designed a self-contained program emphasizing contextual learning through integration of community-based field trips into academic class instruction. On average, two trips per week were arranged, followed by focused classroom discussion and instruction geared to functional skills observed in field settings. Field trips were scheduled to support basic academic objectives and expose students to the full range of career clusters (e.g., arts and communication; manufacturing, construction and transportation).

The Experiential Class teacher taught four subjects: English, Social Studies (national, state, local government), Math (Math Approach to Problem Solving) and Science. Other staff taught Technology Education and Health or Physical Education. In addition, special attention was provided for student's social-emotional skill development, as the Experiential Teacher also served as the students' teacher-counselor.

Many participating students had low academic skills. As their academic skills improved, feelings of competence began to emerge. The scheduled field trips sparked interest in the learning process and introduced career-related opportunities available for those who earn a high school or college degree. Most students benefited from the combination of: (a) consistent, individualized teaching by one person, (b) career-focused experience-based learning, and (c) intensive basic skills instruction. The majority of students in the experiential class made significant gains in academic achievement and appeared more optimistic about their prospects for future career success. The year –long program that incorporated both "inside" and "outside" learning experiences prevented students from dropping out, while re-motivating students to actively pursue their education.

M. Transition Services

An integral part of setting and achieving future goals is the development of a comprehensive transition plan. The Career Development program at Mark Twain was designed to facilitate the development of student's self-knowledge, career exploration and knowledge about the education and experience needed to set and achieve career goals.

Transition Planning
Transition planning was an ongoing process and part of the annual IEP review for all MCPS students, ages 14-21. At Mark Twain School and satellites, formal transition planning generally begins at the end of 8th grade during the IEP team meeting process. With parent and student involvement, the student's IEP includes a specific focus on four major components of transition services:
(1) Outcome-Oriented Considerations.
(2) Secondary Transition Service Needs and Activities.
(3) Anticipated Postsecondary Services.
(4) Transition Linkages.

In addition, each plan had career transition objectives.

Mark Twain students received the following services: career education and development; college or vocational education, job development and placement; family support; and linkage with necessary community, business and employment resources. To avoid duplication of effort and to maximize services to students, staff need to be aware of all community based organizations that can be used to supplement school programs and assist students to achieve their goals.

The Transition Support Teacher (TST) was available to attend IEP meetings and was present for all students exiting from school. The TST was responsible for helping the student and family understand the adult service delivery system and its services. She was also responsible for

identifying adult service resources, explaining the process of becoming eligible for and accessing services, and facilitating transition linkages.

The Mark Twain Career Information and Employment Coordinator had a major role in implementing transition plans. In addition, the coordinator, in collaboration with the Transition Support Teacher, facilitated linkages to the community college, state and local employment agencies, military services, and vocational-technical schools. Since many students transition to the community college, a special session was arranged at Mark Twain School for students to take the college's assessment test. The college application fee was waived. Students had follow-up appointments/orientations with a college advisor who reviewed the assessment results, helped the student develop an educational plan, and discussed disability support services and necessary accommodations.

N. References

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Sample, P.L. (1998). Postschool outcomes for students with significant emotional disturbance following best- practice transition services. Behavioral Disorders, 23(4), 231-242.

Wehman, P. (1992). Life beyond the classroom: Transition Strategies for Young People with Disabilities. Baltimore: Paul Brookes.

O. Resources

American Guidance Service
4201 Woodland Road
PO Box 99
Circle Pines, MN 55014-1796
1-800/328-2560
www.agsnet.com

Career Connections – Maryland State Department of Education
www.msde.state.md.us/msde20/factsndata/mdcareer.html

Center on Education and Work
University of Wisconsin-Madison
School of Education
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706-1796
1-800/446-0399
www.cew.wisc.edu

Consulting Psychologist Press, Inc.
3803 East Bayshore Road
PO Box 10096
Palo Alto, CA 94303
1-800/624-1765
www.cpp-db.com

The Career Game
Rick Trow Productions
Career Game *at* MacDirect.com
1-800-247-9404

Websites for students
www.ad112.k12.co.us/northglenhigh/nghs/cool.htm

IV. YOUTH DEVELOPMENT

A. Introduction

Youth development is defined as "the ongoing growth process in which all youth are engaged in attempting to (1) meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded, and (2) to build skills and competencies that allow them to function and contribute in their daily lives" (Pittman, 1993). It is a concept that focuses on helping young people learn and mature during the transitional stage of adolescence. Young men and women meet their physical and social needs and gain the competencies necessary to successfully move through adolescence to young adulthood. Success is viewed as a function of three types of outcomes: (1) avoidance or prevention of problem behaviors (e.g., substance abuse, delinquency), (2) academic and career achievement, and (3) positive developmental outcomes (e.g., self-esteem, relatedness and caring for others, motivation to succeed and participate in family/community life (Johnson, 1998; School to Work Opportunities Bulletin, 1996).

Adolescents have the capacity to overcome adversity and develop strengths for coping constructively with difficulty and hardship in living. Effective youth development programs go beyond the avoidance of problems and build skills and attitudes to deal with stress and frustration. In particular, **a youth development emphasis with at-risk or troubled students must foster resiliency,** i.e., "the ability to bounce back successfully despite exposure to severe risks " (Benard, 1993). Environmental characteristics that enhance resiliency include: caring and support, positive expectations, and ongoing opportunities for meaningful youth participation (citation). Research by the Search Institute (1997) demonstrated that the development of a combination of external and internal assets is vital to combating difficult life situations. Forty developmental assets have been found to help youth make good decisions and become responsible adults. These assets are grouped into eight categories: external: support, empowerment, boundaries and expectations, constructive use of time; internal: commitment to learning, positive values, social competencies, positive identify.

B. Developmental Outcomes and Individualized Education Program (IEP) Goals

For Mark Twain School it was important to promote student developmental assets and attain positive developmental outcomes. Youth activities were programmed into the total school – community program with an eye toward their impact on important, agreed-upon developmental goals, and objectives as incorporated into the student's IEP.

Table 7 presents the relationship of commonly occurring student IEP goals to positive developmental outcomes.

Table 7
Examples of Developmental Outcomes Related to Selected Examples of Mark Twain Student's IEP Goals

Outcome	IEP Goal
Self-Esteem	Demonstrates pride in accomplishments. Demonstrates improved self concept, including accurate expression of strengths and needs.
Coping with Adversity	Demonstrates appropriate reactions to frustrations, including use of strategies to reduce/manage frustration. Demonstrates ability to accurately describe problem situations and select/implement best solutions. Demonstrates persistence on task through mastery, including ignoring distractions and working independently.
Self-Control/Responsibility	Demonstrates responsibility for own behavior, without blaming others. Demonstrates acceptance of consequences, including recognizing effects of own behavior on others. Demonstrates controlled expression of feelings, including inhibiting impulses and handling disagreements.
Respect/Concern/Cooperation with Others	Demonstrates regard for needs and feelings of others. Demonstrates acceptance of directions from staff. Demonstrates appropriate behavior with staff, including acceptable language. Demonstrates poise in dealing with others, including appropriate social interactions. Demonstrates cooperative work with peers, including making constructive statements about others.
Motivation to Succeed; Participation in Family and Community Life	Demonstrates acceptance of school routines and procedures, including regular attendance. Demonstrates appropriate bus behavior. Demonstrates appropriate class behavior, including work effort and preparation. Demonstrates understanding of relationship between personal interests and abilities and career options and opportunities. Demonstrates knowledge, skills and attitudes necessary for entry level employment.

C. Needs Assessment and Planned Improvements

During the first year, intensive individual interviews were conducted with a representative sample of students, parents and staff as a part of the Environmental Scan (see Page 10). Participants were asked "how the school prepares students for their future," including helping experiences or skills, and shortcomings or felt unmet needs. The following existing youth development programs and activities were seen as helpful by students, parents, and staff: community and staff mentoring; job visits, work experience and participation in the Edison School of Technology; school support groups; staff commitment/support and positive teacher-student relationships. Agreed upon shortcomings included a need for more extracurricular activities (e.g., team sports, clubs) and activities to promote school pride and student "ownership" of school activities. This needs assessment information was used to formulate the youth development objective and specific tasks presented in the Mark Twain School improvement plans for the years 1998-2000.

Two major tasks with accompanying activities were identified as follows:

I. **Provide a comprehensive, coordinated year-long series of in-school, after-school and community-based activities** (educational, social, service, athletic, cultural, adventure).

Activities:

(1) Develop a detailed, master schedule of activities and update regularly on Mark Twain's electronic network and school bulletin boards.
(2) Arrange a year-long series of extracurricular sports and club activities.
(3) Establish a range of student leadership and peer helping activities with appropriate student training programs and monitoring.
(4) Provide new challenges and experiences in different environments through connecting and monitoring community-based opportunities.
(5) Continue to provide counseling/discussion groups that respond to a variety of student needs.
(6) Continue the adult mentoring program.

II. Increase student progress in levels of responsibility for behaviors and self-control.

Activities:

(1) Develop a "menu" of incentives/reinforcers which heighten student motivation for progress and pilot a Mark Twain "store" as a major strategy for delivering reinforcements.
(2) Emphasize effective techniques for preventing serious incidents and "level drops" including surface management, problem-solving, de-escalating conflict, and self-stress/anger management.
(3) Promote recognition and reinforcement of student-identified "Qualities for Success."
(4) Increase student participation in selection and achievement of Individual Behavior Goals.

D. Implementing Youth Development Components and Improvements

The school added many youth development activities. This section describes the implementation of the five main components of Mark Twain's Youth Development Programming:

(1) Character Education;
(2) Personal Development and Support Groups;
(3) Extracurricular Activities;
(4) Community Mentoring; and
(5) Integrated Psychotherapy.

1. Character Education

The Montgomery County Board of Education policy on character education states that "it is a major purpose of public education to teach, model, and encourage in every possible way the development of good character in every child" (1998). Character education shall include, but not be limited to, the following: caring and consideration for others, citizenship, fairness, hard work, honesty, respect, responsibility, trustworthiness, and integrity. Effective character education "encompasses cognitive, emotional and behavioral aspects of the moral life" and requires an "intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life" (Lickona, 1992; Lickona, Schaps, & Lewis, 1996).

The Mark Twain School ascribes to the view that character education must pervade all aspects of schooling and not be limited to a "stand alone" program. As previously described (see Chapter I), the Mark Twain vision and student-generated Qualities for Success (QFS) represent the school's core ethical values and form the basis of good character for students and staff alike. All school program dimensions: academic instruction, career and youth development, behavior management, self-determination curriculum, parent outreach, and IEP progress monitoring are intended to foster the five QFS described below. As Tables 7 and 8 show, these qualities for success are indispensable to the attainment of high priority IEP goals and essential youth development outcomes. Although this section pinpoints specific character education activities (i.e., QFS cards, student service learning, journey to self-determination project, school store reinforcement), character education lies at the heart of the school-wide commitment to help each student achieve the goals and objectives of his/her IEP.

Qualities for Success (QFS)

As previously explained, the Mark Twain student body established five qualities deemed critical for future success:
(1) assertiveness/self-confidence/leadership;
(2) perseverance/positiveness;
(3) self-control/responsibility;
(4) respect for others; and
(5) dream/goal-directed.

To assure student, family and staff awareness of these qualities, multiple and coordinated communications were carried out including: announcements in school-family newsletters and orientations, descriptions in student and staff handbooks, distribution of QFS pamphlets, a book cover and opening day lesson in the Self-Determination Curriculum notebook, laminated posters for each classroom and hall bulletin boards, and in-service presentations on strategies for

implementing QFS. There was strong correspondence between priority Developmental Outcomes cited in the youth development literature and the Mark Twain student identified QFS, as shown in **Table 8.**

Table 8
Qualities for Success (QFS) and Youth Development Outcomes

Mark Twain Student Identified QFS	Youth Developmental Outcome
Assertiveness/Self-Confidence/Leadership	Self-Esteem
Perseverance/Positiveness	Coping with Adversity
Self-Control/Responsibility	Self-Control/Responsibility
Respect for Others	Respect/Concern/Cooperation with Others
Dream/Goal-Directed	Motivation to Succeed; Participation in Family and Community Life

Two major strategies were used for instruction and reinforcement of the Mark Twain Qualities for Success: (1) QFS cards, and (2) Self-Determination/Student Service Learning (SSL) projects.

QFS Cards

Students could earn Qualities for Success cards. The purpose of the cards was to encourage students to demonstrate each of the QFS.

Colored QFS cards were printed, with each card containing an inspirational quotation on one side and a validation statement on the other (i.e., awarded to (student) by (staff), on (date), for (specific behavior) (see Example C). Cards were awarded for a significant display of a specific quality or for sustaining performance of a quality over a period of time. Students had the option to redeem an awarded card immediately at the school store or accumulate their cards for an item of greater value at a future time. Any student who earned one card from each of the five quality areas received a letter of recognition from the principal, a free lunch with a guest and staff member of their choice, and a place of honor as a "QFS Superstar" on a prominent entry wall to the school. Superstars were also announced on the school PA system and recognized in the SGA newsletter. To foster performance of these qualities in a variety of settings, cards had to be earned from at least two or more staff members.

The following guidelines were used to assure consistency and meaningfulness of the QFS cards:
- Each staff member was issued a total of five QFS cards (one per quality) each month.
- Staff signature was required to validate award of a QFS card.
- Students could give the card to their TC for safekeeping or keep it in their portfolio.
- QFS cards were redeemed at the school store during a time of the week designated for his/her Teacher Counselor class.

Example C
QFS Cards

Awarded to: By: On: For:
Mark Twain **Self-Control/Responsibility** "The more you praise and celebrate your life, the more there is in life to celebrate." Oprah Winfrey

• Staff were instructed to refer to written definitions and "sample indicators" of demonstrated qualities when awarding QFS cards. (Definitions and indicators can be found in **Appendix R).**

School Store

To empower students and enhance their self-determination activities, a school store that operated on cash "generated" by Mark Twain was envisioned. Students earned privileges to the store by demonstrating any of the identified Qualities for Success. No real currency was used to purchase goods. Staff solicited donations and wrote small grants to keep the store stocked. Students purchased goods with "cash" earned through achieving QFS demonstrated improvement in: setting goals, behavior change and improved academic performance, increased attendance, acting as mentor or leader, and the reduction of negative behaviors.

Student Service Learning (SSL)

The Maryland state-approved standards for education require that all students must earn 60 hours of student service learning (SSL) prior to receiving a high school diploma. SSL is an unpaid activity within the curriculum, school, or community that provides a service to an individual or group to address a school or community need. Service learning refers to a method of learning by performing service projects. It involves studying the community, identifying problems, developing solutions, implementing the solutions in the form of a service project, and reflecting on the impact of the service. The activity must be developmentally appropriate and meaningful to each student.

By participating in service learning, students have opportunities to:

- Learn that problems can be solved by working together.
- Learn the responsibilities involved in citizenship.
- Explore career opportunities.
- Enhance self-esteem and appreciation for others.
- Develop knowledge and respect for community and citizenship.
- Develop strategies to overcome barriers among people.
- Become sensitive to others and appreciate cultural diversity.

SSL involves three phases:

(1) Preparation – identifies a community need and addresses the individual resources and knowledge necessary to meet this need.
(2) Action – performs direct, indirect or advocacy activities that help to meet a community need.
(3) Reflection – expresses the significance of the student's service learning experience.

SSL activities clearly enhance the school's positive self-determination priority as such projects fulfill the criteria of actively demonstrating belief in one's ability to produce positive outcomes for self or others (see page 23, Chapter II). Three types of positive actions can be performed in SSL projects, any of which results in a *realization by the student that he or she has been an active helper* rather than a person receiving help:

Direct Service includes activities which bring students face-to-face helping someone.
Indirect Service includes activities that are performed "behind the scenes." Students may never come in contact with the people they serve, or the project may benefit the community as a whole rather than a particular person or group.
Advocacy involves activities which provide opportunities for students to lend their voices and talents to correct a problem or an injustice.

Teacher Counselors submit proposals for class projects to the SSL Coordinator. Following approval by the coordinator, the class undertakes the project and a summary and time sheet is later completed and forwarded to the counselor **(see Appendix S).** Table 9, page 68, summarizes the bank of SSL/Self-Determination Projects completed during the 1999-2000 school year.

Table 9

BANK OF STUDENT SERVICE LEARNING/SELF-DETERMINATION PROJECTS

Title of Project	Brief Description
1. Cards for Kids	Students make math flash cards to be used by elementary school pupils.
2. Environmental Clean-Up	Students pick-up trash around Mark Twain and study the effects of litter on wildlife.
3. Environmental Pollution	Students read about pollution and draft a pro-conservation letter to Congressman.
4. Manna Food	Students discuss plight of homeless/poor and make food packages to help.
5. Census 2000	Students learn importance of Census 2000 and make a presentation to senior citizens and classmates.
6. C&O Canal Preservation	Students study history, importance & uses of the canal and dispose of debris gathered during bike ride along canal.
7. Holiday Food Baskets	Students prepare and distribute food baskets to the needy.
8. Twain Gardens/School Beautification	Students make a school bulb garden and plant bulbs in memorial garden.
9. Eyeglass Recycling	Students learn about the Lions Club and eye care, and collect and donate eyeglasses to the Club.
10. Math Tutoring	Senior II students discuss and practice skills for tutoring Middle School pupils in math.
11. Mapping Routes to Shelters	Students search for local shelters and food banks and create maps and directions to them.
12. Saving for Old Age	Students complete reading of related book. Write a letter to State legislature for support of Retirees.
13. Our Clean Community	Clean up of school grounds and Avery Road. Includes study of the environment.

14. Appreciating Elderly	Assisting elderly in each student's home community. Manners, respect and communication are discussed in classroom prior to completing project.
15. Poetry Reading to Elderly	Visiting a nursing center, read poems that students have written to residents.
16. Food Drive for Helping Hands Shelter	Students collect and deliver food for the shelter.
17. Physical "Well-Being"	Students create and follow a weight training program.

Journey to Self-Determination Project

As part of the Self-Determination curriculum (See Chapter III), students could participate in several types of student projects. The Journey to Self-Determination Project had students identify a person who exemplified the meaning of self-determination for that student **(See Appendix T)**. Students were free to select any person, living or deceased, famous or ordinary, family member, friend or teacher. They researched and provided basic life information about their role model or hero and answered the question: "What life problems or difficulties did this person have to overcome in life?" In addition, students examined how the model's life demonstrated Qualities for Success (QFS). **As Appendix C** shows, students could check off as many qualities as they thought were true as long as they explained how the individual demonstrated QFS. A QFS web was provided to help students organize their ideas.

2. Personal Development and Support Groups

The Environmental Scan identified a variety of school-linked student opportunities for personal development and support, including a series of personal development and support groups. Based on favorable formal feedback, participant questionnaires, and sustained resources, the following programs were offered continuously during the Mark Twain/Project Anchor grant.

For Girls

Sneakers Program
A weekly, 45-minute group, for 8-10 sexually active and at-risk females students, ages 13-15. The program's purpose was to decrease the possibility of pregnancy by students raising self-esteem and providing birth control information. The programs goals were: increase awareness of consequences of sexual behavior and teen parenthood; cope with negative social pressures; develop positive peer relationships and avoid unhealthy relationships; improve short-term goal-setting and attainment; and increase understanding of the impact of alcohol and other drugs on self-control and self-esteem. The goals were addressed through group discussion, modeling and role playing, and educational games.

Vision Quest, Rite of Passage Program
A weekly 90 minute group for 8-10 female students with poor self-esteem and generalized feelings of discouragement. The purpose of the group was to renew hopefulness and promote a sense of direction and positive self-determination. Specific goals addressed include: increasing self-esteem and school achievement; boosting self-confidence and social-sexual maturation; improving interpersonal relationships with peers and adults; and developing a personal vision for life-success. The program offered a cultural, intergenerational, multi-sensory approach to self-empowerment, using dance, art, music, ritual and discussion with modeling by adult mentors from the community. Through a series of 20-24 structured sessions, students actively participated in a culminating rites of passage ceremony.

Empower Program
A weekly 60 minute group for 8-10 female students experiencing gender conflict and sexual harassment. The purpose of this group was to promote student self-esteem, assertiveness, and effective decision-making. Specific goals included: enhancing self-esteem and ability to stand up for oneself; developing skills for non-violent conflict resolution; and effective problem solving and decision- making. Through guided group discussion, role playing, and print and audiovisual

media, participants learned to set boundaries in relationships and exercise personal power responsibly.

For Boys

Rite of Passage Program
Two weekly 90 minute groups for 10-12 male students with low self-esteem, lack of positive male identity figure, a pervasive negativism towards life, and a history of or potential for delinquent acts. Specific goals addressed include: increasing self-esteem and school achievement; boosting self-confidence and social-sexual maturation; improving interpersonal relationships with peers and adults; and developing a personal vision for life-success. The program offered a cultural, intergenerational, multi-sensory approach to self-empowerment, using dance, art, music, ritual and discussion with modeling by adult mentors from the community. Through a series of 20-24 structured sessions, students actively participated in a culminating rites of passage ceremony.

Empower Program
A weekly 60 minute group for 8-12 male students with gender, masculinity and aggression issues. Specific goals included: enhancing self-esteem and ability to stand up for oneself; developing skills for non-violent conflict resolution; and effective problem solving and decision-making. Through guided group discussion, role playing, and print and audiovisual media, participants learned to set boundaries in relationships and exercise personal power responsibly. Sessions were held once a week during Teacher Counselor class for up to 10 weeks. A new group was included each semester.

Co-Educational

Drug Education Program, Open Group
A weekly 45-minute session was offered that followed the Alcoholics Anonymous 12-Steps program. The purpose of this program was to offer preventive education and group support for resisting substance abuse. Participants were self-, staff-, or court-referred.

Drug Education Program, Closed Group
A weekly 45 minute session following the AA 12-Steps and Alateen guidelines. The purpose of this group was to help students with serious substance abuse problems maintain sobriety and recovery from drug abuse. Participants were in recovery following return from a community drug treatment or intervention program.

3. Extracurricular Activities

School Clubs and Sports

As a result of interviews with parents and students, Mark Twain/Project Anchor staff and the Youth Development Committee strengthened the school program by taking the following actions:

(1) Appointed a staff member as the school's coordinator of extracurricular activities – this was accomplished after MCPS approval of a special request by Mark Twain since the school had not previously been eligible for such a position;

(2) Offered several clubs and sports activities that appealed to many students and arranged for after-school bus transportation for students;
(3) Informed parents of the extracurricular opportunities via newsletter and parent outreach; and
(4) Included Mark Twain School in a basketball league of special schools.

The following after-school activities were conducted during the 1998-2000 school years:

Computer Club – for students interested in use of the computer for games, research, music, sports and arts.
Homework Club – for students wanting to improve their homework completion, with assistance from a Mark Twain staff sponsor and other students.
Music Club – for students interested in learning and playing various instruments, practicing as a band, and enjoying listening to different kinds of music.
Intramural Sports – for students who enjoyed athletic competition, including flag football, basketball and softball, tennis and weight training.
Mark Twain Basketball Team – for the first time, a school basketball team was formed with twelve students participating (after a series of try-outs held). The Mark Twain team joined an existing league of private special education and alternative schools and had a winning record in its first year.

After-school clubs and intramural sports were held twice a week for a two-hour period (clubs on Monday/Wednesday; sports on Tuesday/Thursday). Signed parent permission forms were required for participation. Teacher Counselors explained the purpose of a particular activity to parents whenever necessary. Although a nominal activity fee was expected, funds were provided to subsidize payments for families with limited resources.

In addition to after-school clubs and sports, a kayaking program was initiated during the school day, with support from the Montgomery County Department of Recreation. Eight-ten students met weekly, for a two-hour period in the school's pool, to practice kayaking skills. Basic kayaking and water safety were taught to two different groups during winter and spring semesters.

Leadership Development

Nurturing the ability of students to become leaders was an important priority for the Mark Twain School. Through the Student Government Association and the Peer Counseling program, any need for assertiveness, importance or recognition was channeled into pro-social avenues.

Student Government Association

The Mark Twain Student Government Association (SGA) is comprised of class representatives from each of the school's 25 Teacher Counselor (TC) groups. Each TC group elects a SGA representative, and the whole student body elects four officers: President, Vice President, Treasurer and Secretary. Experience indicates that an appointed "Sargent-At-Arms" is helpful for encouraging and maintaining order. A strong effort was made to heighten self-determination through SGA activities. Following is a summary of primary SGA self-determination activities conducted during the time of Project Anchor implementation:

• Initiated an SGA Newsletter, called the "Mark Twain Times."
The newsletter was published approximately monthly and distributed to all students and staff. Content included a regular column of priority student questions answered by the school principal (e.g., "why do we have to sit in the buses until 7:25 a.m.?" "how can block scheduling be more student friendly?"). Newsletters also announced decisions, provide SGA stories about student accomplishments; featured new school and parent programs (e.g., school store, computer classes and swim lessons for families, special reinforcement for levels progress); and reported of latest fashions, music and other student interests.

• Conducted SGA Fund-Raisers
Several fund-raisers were successfully undertaken, including sending Valentine Twaingrams to students and staff (student-made Valentines filled with candy for $1.00 each), a school-wide recycling can project, and collecting grocery store receipts to earn free computers for the school.

• Contributed to Worthy Causes
The SGA agreed to make donations of a $20 gift certificate for the Mark Twain Family Fun Fest, and $60 for the Kosovo Refugee Relief and Assistance Program. In addition, the SGA paid for the stage floral arrangement at the Mark Twain graduation ceremony.

• Promoted the Student-Generated Qualities for Success
The SGA provided the student leadership for translating the school vision statement into meaningful attributes (Five Qualities for Success) for student improvement.

• Facilitated Public Image for Mark Twain
On several occasions, the SGA initiated letters to local newspapers, participated in visitor tours of the school, and publicized positive features and benefits of the school program.

Peer Counseling

Mark Twain instituted a peer counseling program with dual purposes: (1) to provide students trained as peer counselors with increased leadership and social skills and a success experience in helping others, and (2) to establish an alternative way for students to work through social-emotional and personal issues.

An eight week training program focused on the following counseling skills:

• developing good listening skills, empathic reflection, summarizing skills, open-ended questioning, clear communication, gaining trust and developing rapport, and handling silence;
• maintaining confidentiality;
• recognition and referral of crisis situations (e.g., what to do with homicidal/suicidal statements or intimations);
• dealing with counselor-client issues (e.g., feelings counselor has about peer client); and
• working in supervision.

4. Community Mentoring

Community mentoring is defined as "a one-to-one relationship over a prolonged period of time between a youth and an older person who provides consistent support, guidance, and concrete help as the younger person goes through a difficult or challenging situation or period in life

(Abell Foundation, 1991). The goal is to help youth gain ability and confidence to responsibly determine their futures while increasing academic and career skills.

Mark Twain established a mentor program drawing mentors from the local community. The school matched same sex mentors to an ethnically diverse group of students. When possible, similarity in ethnic backgrounds was considered. The school recruited mentors through public television announcements, community flyers, and word of mouth. Mentors, from age 26 to 60, were gainfully employed except for two retirees. Careers varied from computer programming to business management to youth and social services. All mentors completed a formal application (See **Example D**), including three references, and agreed to fingerprinting and criminal background checks.

Matching Mentors to Students

Realizing matching mentors to students was critical, the school carefully reviewed applications. The process for matching mentors to students is critical to the success of the mentoring experience. Priority consideration was given to students with strong need for a stable, positive relationship with a responsible adult. Before a student's name could be submitted, the school required parent understanding and signed permission. Parents were informed of the possible mentoring, including the following expectations for the student and family:

- student meets with mentor one hour a week in a supervised setting at school;
- agrees that the mentor may call the home to give extra support and encouragement to the mentee; and
- gives permission for Mark Twain School to share information with the mentor about the student's physical, academic, and social/emotional issues in order to help the mentor work more effectively with the student.

Once parent permission was granted, staff made their recommendations to the program coordinator. The coordinator telephoned the designated mentors to brief them on the suggested match to a particular student. The coordinator then facilitated a personal mentor-student meeting. An official relationship was established if both parties reacted favorably.

Example D
Mentor Application

MARK TWAIN MENTOR APPLICATION

Name:_____

Phone: (work):_____ (home)_____

Address:_____

City:_____ State:_____ Zip Code:_____

Your age: 18-25 26-39 40-59 60+ Sex: M F

1. Current Occupation (please name and describe):

2. Interests:

3. Educational Background: (please include school and degrees):

4. Describe your life, work or volunteer experiences that will assist you in mentoring:

5. Why do you want to be a mentor?

6. What would you hope to give to your mentee?

7. Time available: You will be expected to meet with your mentee one hour a week during school hours:

Preferable days (circle): Monday Tuesday Wednesday Thursday Friday

Preferable times: Limitations:

Mentoring Relationship

The mentor-mentee relationship can often have a significant positive impact on desired youth development outcomes, including student's self-esteem, coping with adversity, responsibility, respect for others, and motivation to succeed. As the relationship strengthens over time, the student more willingly addresses responsibility for their own behavior and considers strategies or alternatives for progressing on their IEP goals (See Table 7, page 62). The mentor can also be a real source of encouragement and positive reinforcement for a student's efforts to achieve his Individual Behavior Goal.

The school used the following guidelines to foster effective mentoring relationships:

- Establish a warm, genuine, open relationship.
- Be a good listener.
- Keep in regular contact with the student; take the initiative and don't always wait for the student to seek you out.
- Monitor student's progress toward IEP goal.
- Be realistic but optimistic with the student.
- Encourage the student to consider and develop career alternatives when appropriate.
- Encourage students to talk by asking open-ended questions.
- Do not make decisions for students; help them make their own.
- Focus on student's strengths and potentials, rather than limitations.
- Provide accurate information. When in doubt refer to reference materials or call upon staff.
- Be yourself!

Mentor Training and Support

The school provided all mentors: (a) a general orientation to mentoring a Mark Twain student; and (b) ongoing support for carrying out a beneficial mentoring experience.

The general orientation was held with a small group of mentors or individually. The orientation session consisted of four parts:

1. Welcome and introduction to Mark Twain School (history, mission and goals; curriculum; behavior management, daily record and level system);
2. Student characteristics (leading to Mark Twain placement, typical social and school history, students strengths and needs);
3. Mentoring role (mentoring handbook, commitment and boundaries, when to get help, practical matters);
4. Questions and tour of school.

Ongoing support was provided through a series of group discussion breakfasts, as well as individual consultation by the social worker-program coordinator on an "as-needed" basis. The breakfast discussions were held early in the school year (#1); prior to the winter holiday period (#2); and toward the end of the school year (#3). Session #1 focused on "do's and don'ts" of mentoring relationships, responded to questions, and allowed for sharing by mentors. Session #2 covered awareness of holiday issues, school developments, responses to questions, and sharing. Session #3 prepared mentors for separation and closure, ways to appropriately maintain relationships and give feedback to students, and responded to questions and final sharing.

An end of the year, the school held an "appreciation picnic" for the mentors. The school recognized the outstanding help with a gift and personal acknowledgement.

5. Integrated Psychotherapy

Many Mark Twain students have histories of physical, sexual or emotional abuse or neglect; more than 2/3 have histories of drug involvement and delinquent behavior. Therefore, comprehensive wraparound services, including mental health, special education, juvenile justice, and social services, can be quite beneficial.

Recognizing the need for intensive mental health services, Mark Twain School entered into an interagency agreement with a community-based agency to provide an integrated psychotherapy program. This program was in-place prior to Project Anchor. The availability of the service indirectly supported student participation in school activities.

The core of the program is a therapeutic relationship-based model of intervention, which is compatible with the model used by the Mark Twain School. Participation in individual therapy is voluntary by students and entails collaboration with all parties involved.

A major strength was by having the therapists, it was possible to overcome problems of more traditional psychotherapy services provided in non-school settings. Students, otherwise unavailable for therapy, received intensive treatment when and where it was needed. There was sufficient time to address complex issues underlying the student's problems. Family issues were dealt with separately. The development of the primary relationship with the student was not dependent on parent/guardian schedules or problems. In addition, therapists participated fully as student-centered team members, including availability for IEP meetings, immediate staffings and crisis intervention.

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School to Work Opportunities Resource Bulletin. (1996). *Incorporating a youth development perspective into School-to-Work systems.* National School-to-Work Office, Washington, DC.

Search Institute. (1997). *The Asset Approach: Giving Kids What They Need to Succeed.* Minneapolis, MN.

F. Resources

Center for Youth Development and Policy Research
Academy for Educational Development
1825 Connecticut Ave., NW
Washington, Dc 20009
202/884-8267
http://aed.org/us/cyd/whatis.html

National Student Service Learning Clearinghouse
University of Minnesota
Department of Work, Community and Family Education
R-460
VoTech Education Building
1954 Buford Ave.
St. Paul, MN 55108-6197
800/808-7378
http://umn.edu/~serve

National Youth Development Information Center
1319 F St., NW #601
Washington, DC 20004
1-877/NYDIC-4-U
www.nydic.org

V. CONCLUSIONS AND RECOMMENDATIONS

As noted in Chapter I, Project Anchor achieved many positive outcomes. Flexibility and constant evaluation and modification enabled staff to alter project activities as further needs were identified. Even the best planning and strategies for implementation can be impacted by unanticipated events and circumstances that redirect attention and staff time and availability. Project Anchor staff learned many lessons over the three years of implementing the project. The following recommendations are based on these experiences.

1. **Support of the Administration**
   Full support of the administration is central to the implementation of a program such as Project Anchor. Implementing the project's components required time and effort that had to be redirected from or provided in addition to other ongoing activities. In a school environment such as Mark Twain's, where there can be frequent disruptions that interfere with teaching and learning, teachers use all of their resources and time to engage students and stay on task. Free periods and planning time frequently fall by the wayside as teachers strive to keep up on a daily basis to meet student needs and learning objectives. The administration must provide the time staff will need to develop and implement project activities and support them as activities are implemented.

2. **Staff Buy-In**
   It is vital to ensure staff buy-in and imperative to take the time needed to achieve it. Staff input must be solicited at every stage of project implementation. The process should start by sharing information about the project, the purpose of the project, how it will be implemented, and what their role will be. The process should continue through actual implementation and sharing of results. It is critical to communicate with staff, solicit their input, and respond to their input. School staff were the mechanism through which project activities were accomplished. Staff must feel like they are a vital component of project activities if they are to be invested in implementing project activities or reaching project goals. Communicating the expected benefits of the project to staff and how the project complements ongoing goals and activities, and how *they* can contribute, is important to providing the "big picture" and forming a team that can make it happen.

3. **Integration of Activities**
   The administration must communicate to staff that project activities are necessary for improved student outcomes and will be integrated *into* existing programming. The integration of project activities into the school's education or management plan ensures sustainability and the continuation of project activities.

4. **Needs Assessment**
   Complete a needs assessment before setting programmatic goals. By comparing the assessment of what was currently in place with the vision for the future, stakeholders were able to identify gaps and set programmatic direction.

5. **Parent and Student Involvement**
   Parent and student involvement is central to developing programs that meet student needs and achieve programmatic goals.

6. **Time for Implementation**
   Allow and expect 3-5 years for project planning and implementation. Project Anchor was implemented over a period of three years. Although many successes were realized, more time for implementation, evaluation, and modification would have resulted in even greater success. We recommend five years as an adequate period of time from planning to summative evaluation.

7. **Information Management System**
   Whenever possible, maintain records, databases, and project materials in electronic format. This makes access, retrieval of information, and modification of materials easy to accomplish.

8. **Professional Development**
   Provide consistent and comprehensive professional development to **all** staff who will be involved in implementing project activities. Ensure that all staff members proceed with the same base of knowledge and direction.

Closing Remarks

There is no doubt that improvements in services for students with emotional or behavioral disorders are sorely needed, nationally and globally. Efforts such as Project Anchor can and do make a significant difference. However, notwithstanding the importance of visioning, setting strategic directions, and fostering staff development to implement best practices, the most crucial factors in determining the value and quality of services are the caring and competence of staff. Today's shortage of educators is compounded for special education, more so for children with emotional and behavioral problems, and most for adolescents with ED or BD since they pose serious threats to staff safety and dignity. These students require highly effective, experienced staff—yet some are poorly suited for the population. Fortunately, most of the Mark Twain faculty, professional and supporting, deserve commendation for their skill and dedication.

Despite the serious problems evidenced in the family lives of these students, there are many parents, guardians, and close relatives who provide constant support for their children while, at the same time, facing monumental daily hardships. Parents and family members demonstrated their support for the project and for their son or daughter through their involvement in project activities.

Any project like Project Anchor, that seeks to pursue major improvements in a program for extremely at-risk youth, has to retain a basic humility beneath the outward expression of high aspirations. For, as most veteran change agents will acknowledge, it takes tremendous will and effort to make and sustain genuine improvements. Although this was a time-limited endeavor, it can be honestly said that Project Anchor did well and that services were improved as a result of the project. Hopefully, positive practices that could only be partially implemented during this time will be more fully developed in the years ahead.

Finally, it is important to state the view that there is need for more tenacity and vision by national leaders responsible for funding ED/BD programs and far greater commitment to personnel preparation. It is time to truly recognize the massive long term costs of neglect in

serving troubled teenagers by embarking on sustained investment in programs like Mark Twain which can reclaim the promise and productivity of young men and women.

APPENDIX A – BEHAVIOR MANAGEMENT SYSTEM

The Daily Record

The Daily Record, is fundamental to the Mark Twain Behavior Management system, as it clearly summarizes expectations for appropriate and inappropriate behavior that, in turn, determines a student's progress in demonstrated levels of responsibility.

The DAILY RECORD

Student Name:		Date:	Level:	
Student's TC:		Program: Middle School	Sr. 1	Sr. 2
Behavior Goal:	To Increase:			
	To Decrease:			
Start Date:	End Date:		Points to Date:	

Student Behavior Point Information

Period	Appropriate	Staff Initials	Inappropriate	Staff Initials
HR	SR PI AL M B LS		D A U L PC HB IL	
1	T PI AL M B HW/LS		D A U L PC HB IL	
2	T PI AL M B HW/LS		D A U L PC HB IL	
3	T PI AL M B HW/LS		D A U L PC HB IL	
4	T PI AL M B HW/LS		D A U L PC HB IL	
5	T PI AL M B HW/LS		D A U L PC HB IL	
LUNCH	PI AL M B LS		D A U L PC HB IL	
6	T PI AL M B HW/LS		D A U L PC HB IL	
7	T PI AL M B HW/LS		D A U L PC HB IL	
TOTAL	POINTS		POINTS	

Appropriate Points Earned Today (1)	
Inappropriate Points Earned Today (2)	
TOTAL Points Earned Today (Subtract (2) from (1)	

Definition of Behaviors		Passes:
Appropriate	Inappropriate	
T = Task	D = Distraction	
PI = Positive Interaction	A = Aggression	
AL = Appropriate Language	U = Uncooperative	
M = Materials	L = Location	
I = Ignoring	PC = Physical Contact	Transitions:
HW = Homework	HB = Hall Behavior	
B = Behavior Goal	HW = Homework	
LS = Leadership	IL = Inappropriate Language	
SR = Signed Record Returned		

Comments:

Parent/Guardian Signature:

The Daily Record contains nine appropriate behaviors and seven inappropriate behaviors, defined as follows:

Appropriate Behaviors

1. Task (T): working on assignments and participating in group work, class discussions, and/or group activities. Arriving to class with all the proper materials related to the specific class.

2. Positive Interaction (PI): Initiating and responding to staff and peers positively. Verbal and nonverbal greetings. Speaking in a normal tone.

3. Appropriate Language (AL): Using proper language and conversation for the school environment.

4. Materials (M): Bringing appropriate materials to class.

5. Ignoring (I): Ignoring the inappropriate behaviors and comments of others. Refraining from laughing or commenting about the inappropriate behaviors and comments of others. Avoiding disruptive situations.

6. Homework (HW): Returning homework assignments by the due date, completed to teacher specification. Homework is assigned a minimum of 3 times per week per class.

7. Behavior Goal (B): Placing emphasis on one specific appropriate behavior. An individual behavioral goal developed by the Teacher Counselor (TC) and student, reviewed periodically by staff. The goal is written in the blank space at the top of the contract. For each new student entering the Mark Twain Program, a standard behavior goal ("will follow established classroom routines") can be used during an initial two week observation period. At the end of the two week period, the TC and student will develop a behavior goal appropriate for that individual student.

8. Leadership (LS): A behavioral illustration of the following conceptual objectives:
- demonstrating an ability to develop alternative solutions to problems
- demonstrating an understanding of others points of view
- demonstrating an ability to consider the impact of their behavior on others
- taking initiative and helping or assisting others

9. Signed Record Returned (SR): Students are required to return the daily record signed by parents to receive the SR point
- Daily record must be returned within 24 hours to receive SR point.

Inappropriate Behaviors

1. Distraction (D): Acting in ways that interfere with others concentration or learning. Examples include: making noises or faces, dropping books on floor instead of placing them gently, banging or tapping a desk.

2. Aggression (A): Teasing, intimidating, derogatory or threatening comments or gestures that create a hostile environment.

3. Uncooperative (U): Refusal to follow directions or rules within a reasonable amount of time.

4. Location (L): Going somewhere that is not scheduled or permitted.

5. Physical Contact (PC): Making physical contact (hands, feet or body) in a way that is distracting or potentially harmful.

6. Hall Behavior (HB): Creating a disruption while moving through the halls. Examples include: banging on lockers, throwing things, talking loudly, fooling around instead of going directly to next location.

7. Inappropriate Language (IL): Language which is offensive and inappropriate for school/business environment and/or disrespectful to others including: cursing, insulting, or disrespectful comments to authority figures.

The Daily Record is used to record student behavior throughout each school day. A student earns one point for each behavior exhibited, with the exception of Behavior Goal (B) and Inappropriate Language (IL) which are double weighted. A maximum of 71 appropriate points and 72 inappropriate points can be earned each day. Up to 8 appropriate and 8 inappropriate points are allotted for each of the seven class periods and homeroom. Lunch period provides an additional 7 appropriate and 8 inappropriate points.

Each student is responsible for getting the Daily Record feedback at the end of each period. If a student leaves a class without a signed Daily Record, he earns 0 appropriate points and 7 inappropriate points for that class. At the end of each day, appropriate and inappropriate points are summed and a net total is recorded in the "Total Points Earned Today" box (see figure 3).

The Daily Record was also a tool for parent-school communication. Staff or parents used it to write-in important comments (positive or negative); parents were required to sign the record daily for the student to earn any points.

Individual Behavior Goal

The individual behavior goal individualized the behavior management system. After conferencing with the student, a social-emotional goal, central to the students' IEP, was selected by the teacher counselor in collaboration with mental health and other staff. The selected Behavior Goal (B in the Daily Record) was within the student's behavioral repertoire but also represented a reasonable challenge for improvement. Once mastered, the Behavior Goal was revised to emphasize an additional need. The goal was measurable, observable, and objective, and formatted in terms of a behavior to be increased or decreased. A few examples are as follows:

TARGET	INCREASE	DECREASE
Low Frustration Tolerance	Increase requesting staff's help when frustrated	Decrease nonverbal expression of frustration (e.g. refusing to work pouting, storming out of class
	Increase hanging in there/persevering under stress	Decrease amount of time it takes to get back on task
	Increase accepting 1 of 3 possible teacher choices given when frustrated	Decrease refusal to problem solve
Anger Management	Verbal expression ("I message") Using soft speaking voice tones Constructive coping with anger, e.g., relaxation, time out, acceptable physical outlet	Yelling, temper tantrums Loud, aggressive voice tones Passive-aggressive behaviors (e.g., glaring, refusing to talk, stalling when given directions

Level System

As is characteristic of level systems in special education, the Mark Twain level system provides a series of incentives to motivate increased responsibility for acceptable school behavior (Bauer & Shea, 1988). The goal is for each student to demonstrate progress in self-control and social-emotional maturation by replacing inappropriate behaviors with appropriate behaviors. Students are informed that advancement on levels will occur at their own pace. Points earned from The Daily Record are used as the measure for behavioral progress, and incentives are awarded based on attainment of the following criteria:

Level	Criteria	Average Daily Points
Level 8	950 points earned within 20 school days	47.5
Level 7	900 points earned within 20 school days	45
Level 6	800 points earned within 20 school days	40
Level 5	600 points earned within 15 school days	40
Level 4	500 points earned within 15 school days	33
Level 3	350 points earned within 10 school days	35
Level 2	250 points earned within 10 school days	25
Level 1	Less than 250 points earned within 10 school days	Under 25

As students become more appropriate in their behavior their earned daily points increase. The average daily points column shows these increases. Except for movement from Level 3 to Level 4, where emphasis is on duration of appropriate behaviors (i.e., from 10 days to 15 days), all other level advances require higher average daily points. Given that a total of 71 points may be earned for appropriate behavior there is considerable learner leeway for behavior errors (inappropriate behaviors).

Level System Incentives

Level 1:
May attend all after school sports and activities
Participation in SGA if no Level 2 student is available
No special privileges
Ineligible for passes
Ineligible for a la carte at lunch
Assigned lunch table
Must be on staff escort at all times

Level 2:
Passes in program
Eligible for volunteer jobs
Eligible for a la cart lunch

Level 3:
Consideration for paid in-school job if educationally relevant and if on the appropriate grade level
Cafeteria lunch with staff of choice and friend
Leadership/SGA Officer
Mainstream sports eligibility (must also meet grades requirement)

Level 4:
Outdoor lunch and/or special lunchroom
Weekly access to discount lunch specials (soda, desserts, etc.)
Passes to the Media Center from lunch

Level 5:
Access to the outdoor recreation area during last half of lunch
Extra gym period once a month for Level V students
Quarterly activities offered by staff: pizza party, etc.
Pre-mainstream group (if also meets mainstream criterion)
Mainstream site visits

Level 6:
Mainstream eligible (if also fulfills other survey criterion)
Purchase delivery lunches with own money

Level 7:
Driving privileges with administrative approval
Summary Weekly Record (instead of Daily Record)
Mainstreaming (if also meeting mainstream criterion)

Level 8:
Off Daily or Weekly Record: Individualized reinforcement plan developed by TC, parents, and Mental Health Team
Mainstreaming (if also meeting mainstream criterion)

APPENDIX B

PROJECT ANCHOR
MARK TWAIN SCHOOL

Dear (participant by name)

The Mark Twain Program is very pleased that you will participate in the Strategic Planning Workgroup for Project Anchor. It is expected that this three year project will greatly improve our students' prospects for job/career and life success after high school. To assure that our efforts really address top priorities for school-to-career transition, the workgroup will consist of students, parents, school staff, and community and business leaders who have a genuine interest in the future of Mark Twain youth.

Project Anchor is funded by the U.S. Office of Education to establish a national model that other school systems can use to help adolescents with emotional and behavior difficulties. Attached is background information on the project and the strategic planning process. The role of each participant is to focus his or her unique experiences and thoughts on building a blueprint that fulfills our combined vision for future student success.

The three planning sessions (January 30, February 3, March 6) will include presentation of current information, exchange of ideas in both large and small groups, and comments/suggestions for creation of an action plan. Such a plan can only be effective if it reflects the diverse, practical, and realistic viewpoints of the workgroup.

We are looking forward to an exciting and productive series of' meetings. Thank you for agreeing to commit your valuable time and energy to this important endeavor.

Sincerely,

Principal
Mark Twain School

Project Director
Academy for Educational Development

President, Board of Directors Communities in Schools of Montgomery County, Inc.

ADDITIONAL STATEMENTS

PARENT LETTER

In recognition of inconvenience and possible expenses involved in your participation, you will receive an honorarium of $100 for the three planning sessions. A letter of appreciation will also be provided that may be helpful for your work and community resume.

STUDENT LETTER

Your participation in this major activity will be recognized through award of student service learning hours and a letter of appreciation for your personal and school records.

STAFF LETTER

Your participation in this major activity will be recognized through a letter of appreciation for your personnel file and personal records.

Project Anchor at Mark Twain
Strategic Planning

Project Anchor at Mark Twain, a federally-funded three year project, is developing a model secondary program for students with emotional and behavioral difficulties. The project will integrate school-based services and promising transition and school-to-work practices into the model. The project is a partnership between Mark Twain, Montgomery County Public Schools, and the Academy for Educational Development.

In the next three months, the project will bring together a group of stakeholders to provide strategic input to the project at Mark Twain.

What is Strategic Planning? Strategic Planning is different from traditional long-term planning. It involves bringing together a group of stakeholders to create a vision of the future of an organization and developing priorities to achieve that vision. It identifies what are current problems and opportunities related to the vision. It identifies strategies on how to addresses important problems and opportunities so that the vision is achievable.

Who will be involved? The strategic planning group will include students, parents, teachers and other Mark Twain staff (including staff from the Project's Leadership Team), staff from Mark Twain Satellite Programs, staff from Montgomery County Public Schools, and representatives from Montgomery County businesses and community.

When will this occur? The group will meet for three days. The first day is Friday, January 30, 1998, from 8:00 am to 3:00 p.m.. The second day is Friday, February 13, 1998, from 8:00 am to 12:00 pin. The third day is Friday, March 6,1998, from 11:00 am to 3:00 p.m.. Continental breakfasts, lunches, and/or refreshments will be provided.

Where will this occur?: The meetings will be held at the Doubletree Hotel, 1750 Rockville Pike, Rockville. Transportation will be provided for parents and students as needed.

What will the strategic planning group be doing? During these three days, the group will participate in a planning process that will envision a new and different direction and future for Mark Twain students. The group will develop recommendations to include in plans to achieve that future. Specifically, the group will:

(1) Develop a shared vision (what should be) for Project Anchor at Mark Twain

(2) Review a completed summary (environmental scan) of what is going on currently at Mark Twain, in MCPS, in Montgomery County, and in Maryland

(3) Identify the differences between the vision (what should be) and what is (the environmental scan) and determine opportunities and problems

(4) Select priority outcomes in order to achieve the vision

(5) Make strategic recommendations for the Project's Leadership Team and programs at Mark Twain to be used in finalizing a strategic plan

STEPS IN STRATEGIC PLANNING

(1) Develop a Shared Vision (Identify what should be the future direction for students at Mark Twain and Mark Twain)

What is a shared vision? A vision is a compelling view of a new and different Mark. Twain that the group is committed to creating. A vision is a descriptive statement of what Mark Twain will be like at a specified time in the future. It provides everyone with a clear view of the future. It's concrete and easily understood by everyone who reads it. It paints a picture of what we want for students and staff at Mark Twain. It uses descriptive words or phrases to illustrate what one would expect to see, hear, and experience in the school at that time. It makes references to students, staff, curriculum, instruction, assessment, and the community.

What questions should we ask during visioning? Questions to consider in developing a shared vision: What kind of school do we want for students and staff? What will it look like? What academic, school-to-career, recreation, and independent living outcomes do we want students to experience in the future? What will they be able to do? What knowledge, skills, and opportunities do these youth need to accomplish these outcomes? What will students learn and how will they learn it? What knowledge and skills are needed by Mark Twain staff for the youth we serve to achieve those outcomes? What specific opportunities, activities, and courses will students have at Mark Twin to achieve these outcomes?

What is an example of a school's vision? By the year 2000, the Math, Science, Technology Academy will be the premier secondary school in the district. More than 60% of the teaching staff will have completed graduate work in math, science, and technology. A specialized, hands-on curriculum will be used. Students will achieve at high levels on all district and state assessments. Students will have ongoing access to a variety of forms of technology to facilitate learning. Business partnerships will ensure that the school is up-to-date in preparing students for a technologically-based society. Parent and student satisfaction with the education will be at the highest level. There will be a waiting list of students to enter the school.

(2) Review a completed environmental scan

(this is a summary of what is going on in Mark Twain, in Montgomery County Public Schools, in Montgomery County, and in Maryland)

The Project Anchor and Mark Twain staff have been: (t) interviewing students, parents, Mark Twain staff, MCPS Staff, and others; (2) surveying MT staff on effective practices, (3) reviewing Mark Twain records, brochures, handbooks, and written information; and (4) obtaining other information on what is happening in Montgomery County and Maryland. This.information will summarized. It will describe what is currently going on at Mark Twain, Montgomery County Public Schools (MCPS), in Montgomery County community services and businesses, and in State of Maryland. It will identify strengths and weaknesses of Mark Twain and current opportunities. It will identify resources available within Mark Twain, MCPS, and

Montgomery County; resources within State of Maryland. It will include some information on what future.directions Mark Twain, MCPS, and Montgomery County might be moving.

(3) Identify what are the differences between what is (environmental scan) and what should be (shared vision). Evaluate what is already in place and identify opportunities and barriers.

The strategic planning group will compare their shared vision to the completed environmental scan and identify what are the major differences. They will evaluate what is already in place and identify opportunities and barriers for achieving the vision.

(4) Select priority outcomes for Project Anchor

Based on number 3, the strategic planning group will decide on the priority outcomes for the Project so that the shared vision is achievable.

(5) Develop strategic recommendations for possible goals, objectives, strategies and activities, people, and resources

Based on the priorities in number four, the group will develop strategic recommendations that address each priority outcome.

The group may identify short-term and long term goals to help achieve the vision. They may be strategies and activities to reach the vision. They will identify who else needs to be involved. They will build an accountability system that makes sure they will accomplish everything in the plan by its timelines and identify when we have succeeded. The Plan will include: goals, objectives, activities and tasks, resources, persons assigned, timelines, and the accountability system.

(6) Share the vision, priority outcomes and strategic recommendations with Project Anchor Leadership Team, Mark Twain staff and administration, and Middle School, High School 1 and High School 2 programs.

Project Anchor and Mark Twain staff will share the vision, priority outcomes, and the strategic recommendations with the Project's Leadership Team, and Mark Twain staff and administration and programs.

The Leadership Team and the Mark Twain programs will review these, share reactions, and develop strategic plans based on the vision, priorities, and recommendations.

Project Anchor

Project Anchor is a three-year, collaborative, effort between the Academy for Educational Development (AED), Communities in the Schools Montgomery County (CISMC) and the Montgomery County Public Schools' Mark Twain School (MCPS/MT).

AED is an independent, nonprofit service organization committed to addressing global human development needs. AED operates a number of projects related to youth with disabilities. CISMC is a nonprofit public-private partnership between the MCPS/MT, public health and human service organizations, private community services, and local business. MCPS' Mark Twain staff support the needs of youth with emotional disturbance (ED) in a full continuum of placements from a system of satellite programs located In four high schools throughout the county to a school-based self-contained program.

Project Anchor was established to address how service providers, families, employers, and the community can come together to improve educational services and results for youth with emotional disturbance.

Through its activities, Project Anchor seeks to accomplish four goals:

To develop, implement, and evaluate a model program for improving secondary services and results for youth with emotional disturbance.

To provide students with skills and opportunities that enable them to retain and generalize academic and vocational skills that provide access to opportunities including School-to-Work Opportunities Act (STWOA) partnerships, to function and live in integrated settings.

To conduct personnel development that provides school staff with the tools and models to restructure and revise academic and vocational course offerings.

To produce and disseminate high quality materials that promote awareness of the project and enable others to replicate the model.

Project Anchor is built on the strong foundation of successful past and current efforts by AED, CISMC, and MCPS/MT. The project will maximize the use of its results through product development (manuals, guides, CD-ROMs, forms, web site, etc.) and existing dissemination projects operated by AED to promote and replicate the project at the local, state, and national levels.

APPENDIX C

STUDENT IDENTIFIED
QUALITIES FOR STUDENT SUCCESS

ASSERTIVENESS/SELF CONFIDENCE

PERSEVERANCE/POSITIVENESS

RESPECT FOR OTHERS

DREAM/GOAL DIRECTED

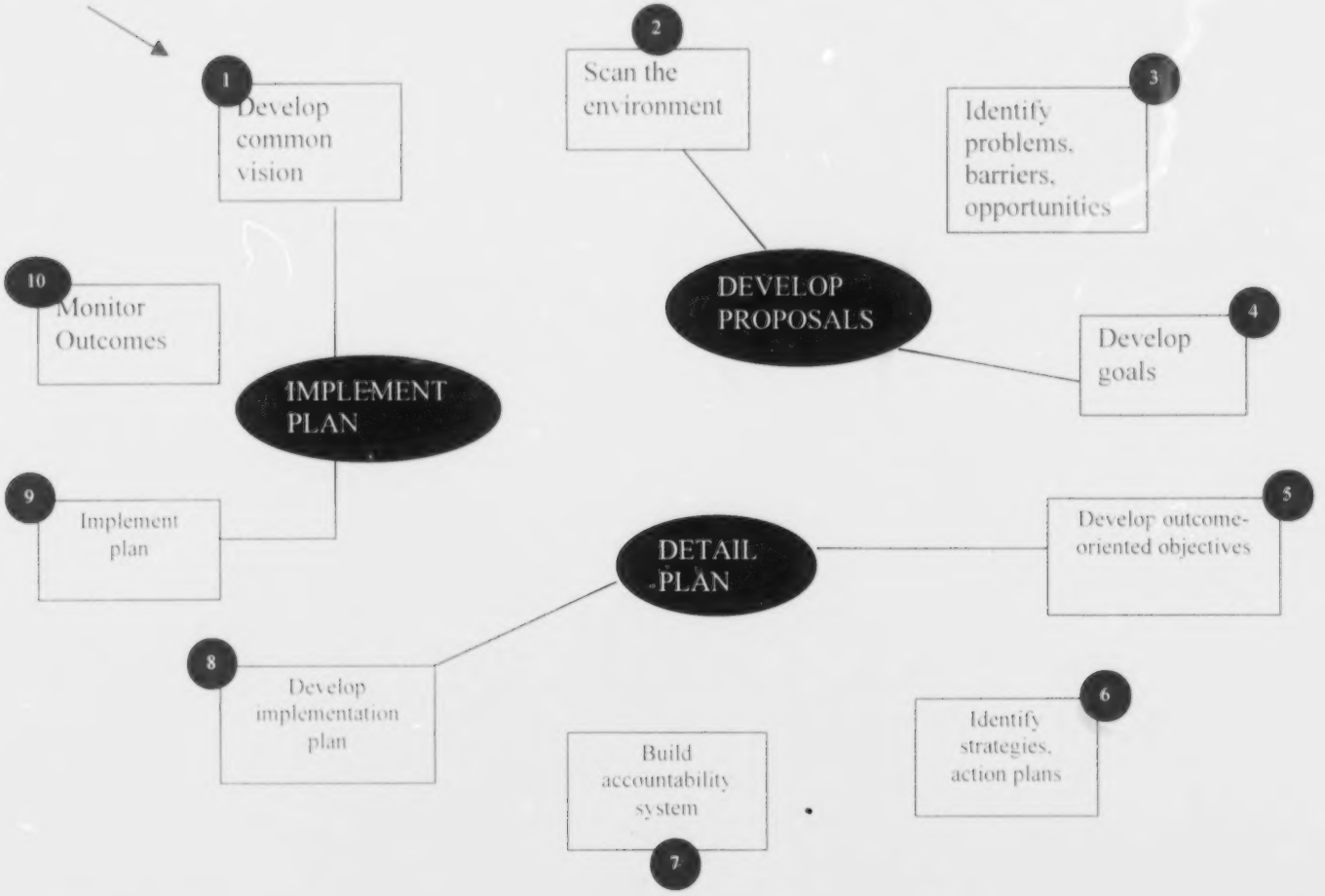
SELF CONTROL/RESPONSIBILITY

Mark Twain
VISION STATEMENT

Students, parents, staff and the community
Will work together to set and achieve goals
so that students become self-fulfilled,
responsible, caring, resilient and productive
members of the community and society.

APPENDIX D

Strategic Planning Process



Source: Karl Murray, National Institute on CSPD Collaboration (1996)

BUILDING LEVEL STRATEGIC PLANNING MODEL

A. Teams will be able to facilitate the development of the following with the full school faculty and team:

1. A good **vision statement** is:

   Future oriented ideal (A projection for hope)
   Holistic
   Creative
   Reflective concrete; can be easily understood
   From the heart (what should be)

2. A good **environmental scan:**

   Includes information on how systems are currently structured and how they work together (or don't)

3. **Goals and Objectives:**
   Goals answer the questions: where do we want to be in the future? What is our destination? How will we know if we are successful?

   Objectives clearly relate to a goal – they are an interim sing-post (an indicator) of progress towards the destination

The set of goals and objectives are representative of legitimate interests of all major stakeholders (including consumers of services)

4. A good list of **strategies:**

   Includes strategies/programs/approaches that are already in operation that may directly or indirectly move the school towards the achievement of its objectives;

   Includes new, "brain stormed" approaches

   Indicates priorities for action based on clear criteria

5. An **accountability system**:

   Involves collecting, reporting, analyzing data

6. A good **biennial implementation plan**:

   Details activities to accomplish objectives for year one with timelines and responsibilities assigned to lead individuals and agencies/institutions;

   Is both plausible and feasible from a resource and political perspective

STRATEGIC PLANNING

Strategic planning is directed toward creating a future that could be, rather than reacting to a future that will be.

The process of strategic planning is as important as the product because the process is designed to create understanding, consensus and commitment through interactions of leaders and stakeholders.

Strategic plans must be sufficiently broad to provide flexibility and sufficiently specific to provide direction for functional and operational planning.

APPENDIX E

MARK TWAIN ENVIRONMENTAL SCAN

Name: Position: Date:

As part of Project Anchor, we will be collecting a variety of information on what: currently exists at Mark Twain School, the Satellite programs, within MCPS, and within the community that is related to the Project's goals, objectives, and activities. We would appreciate your assistance in identifying resources for the following categories. Please feel free to add any additional categories or comments. Thank you.

Category of Information	**Types of and sources for Written Information**	**People who have this information (and their location)**	**Other suggestions**
SCHOOL INFORMATION			
Organization of staff, classes, services, resources			
Formal and informal culture			
Current initiatives, reforms			
Current communication systems			
Accountability system for student outcomes			
Library/resources currently available on school-to work and integration of vocational content and activities in coursework			
Resources/projects currently infused into school and satellite programs			

Category of Information	Types and Sources for Written Information	People who have this information (and their location)	Other suggestions
STUDENT DESCRIPTIVE and OUTCOME DATA			
Attendance data			
Grades			
Drop out rates			
Gradation, rates			
Behaviors that interfere with opportunities and skills			
Transition assessment and skills			
Vocational/school-to-work assessments and skills			
Self-determination assessment and Skills			
Social assessments and skills			
Post-school predictors			
Post-school outcomes			

Category of Information	Types of and Sources for Written Information	People who have this information (and their location)	Other suggestions
STUDENT OPPORTUNITIES			
Current opportunities for and level of involvement in IEPs and Transition Planning			
Current transition opportunities			
Current Vocational opportunities			
Current opportunities for Mainstreaming/integration in schools			
Current opportunities integration into the community			
Current opportunities for recreation and leisure activities			
Current school-to-work opportunities			
FAMLY INVOLVEMENT			
Involvement in interagency planning			
Information on families coping skills			
Current opportunities for participation in training			
Current access and use of school-linked services			

Category of Information	Types of and Sources for Written Information	People who have this information (and their location)	Other suggestions
IEPS, TRANSITION PLANS, CURRICULUM, INSTRUCTION			
Current approaches to the development and content of IEPs			
Current approaches to the development and content of Transition Plans			
Current academic, vocational, and transitional courses and content			
Current curricula development and integration models			
Current assessment approaches being used			
Current instructional models being			
Degree and nature of integrated curricula			
Current uses of technologies			

Category of Information	Types of and Sources for Written Information	People who have this information (and their location	Other suggestions
SCHOOL-LINKED SERVICES			
Current services available			
Current services available			
Nature and types of linkages			
PROFESSIONAL DEVELOPMENT			
Needs Assessment processes and outcomes			
Current models and approaches being used			
Schedule-of activities the. last two years and the next three years			
Incentives for professional development			
Content of professional development activities (last 2 years and this year) Nature and type of follow-up activities			
Evaluation system of professional development activities			
Accountability system for professional development			
Nature and type of relationships between professional development activities and student and school outcomes			

Category of Information	Types of and Sources for Written Information	People who have this information (and their location)	Other suggestions
BUSINESS INVOLVEMENT			
Identification of businesses currently involved			
Name and type of involvement of businesses			
Projections for business involvement for the next three years			
COMMUNITY INVOLVEMENT			
Identification of organizations currently involved			
Nature and type of involvement			
Projections for Involvement for the next three years			
MCPS INFORMATION			
Current and future directions for transition for the next 3 years			
Current, future directions for vocational programming for next 3 years			
Current and future directions for special education programs and services for the next 3 years			
Current and future directions for school-to-work for the next 3 years			

Category of Information	Types of and Sources for Written Information	People who have this information (and their location)	Other suggestions
Current and future directions for professional development for the next 3 years			

PROJECT ANCHOR ENVIRONMENTAL SCAN
Written Resources

MCPS INFORMATION

MCPS Statistical Profile Reports for MT
MCPS Operating Budgets
MCPS Capital Budgets
MCPS FY 99 Budget Prospectus
MCPS Citizens Budget for FY 98
Educational Facilities Master Plan for Special Education
Global Access Project: Plan for Educational Technology Implementation
MCPS Curricula

MCPS Transition Services and Projects

GENERAL SCHOOL INFORMATION

Mark Twain school and satellite brochures
Staff Handbook
Student Handbook
School Discipline Policy.
1997-99 Success for Every Student Plan

STUDENT DESCRIPTIVE AND OUTCOME DATA

Attendance Data - Marcia Livengood
Annual MSPAC Reports Citizens Accountability Reports
Maryland Student Outcome and Achievement Report (SOAR) for Mark Twain
Maryland School Performance Reports for MT
Schools at a Glance Data
Special Education Data Base

Red Notebooks with IEP% Transition Plans, Behavioral Data, Academic and Vocational Data, Assessments, and Parent Communication
Social Histories
Mark Twain Contract and Daily Records
Student Observation Schedules and Summary
Serious Incidence Reports

Mainstream Readiness survey
Senior Exit Data.

STUDENT OPPORTUNITIES

Student Involvement (Self Determination: Rites of Passages, Vision Quest, IEPs, Bridges, Community in Schools which includes Empower Group, Sneakers, Vision Quest, and Rites of Passage, Community Psychiatric Clinic, Expressive Recreation Group, Mentoring, Drug and Alcohol Treatment & Education, Intensive Case Management, Dept. of Juvenile Justice, ADD Group

Mainstreaming (information on criteria, application, Mainstreaming Readiness Survey, Satellite Programs),

School-to-work opportunities: MCPS Career Clusters, Information on Work Crew, Career Connections, On-the-Job Training, Community Work Experiences, Bridges

APPENDIX F

Environmental Scan Interview Format
MARK TWAIN SCHOOL

Interview Date

PROJECT ANCHOR
Environmental Scan: Student Interview Form

Name of Student(s)_____ ___ MT Satellite
___ MT Main Campus
Interviewer_____ ___ Middle ___ Sr 1 ___ Sr 2

Introduction: Mark Twain School has received a Federal grant to establish a model school to work transition program. The goal is to have school staff, students, families, community, and business work together to make school success lead to career success after graduation. Before any plans are decided, it is important to get your viewpoints on how the school prepares students for their future.

1. **Expectations for Career and Future:**
Think ahead 3-6 years after you leave Mark Twain. What kind of career/job or schooling would you hope to have? What would you want your family life to be like? How about your living situation – what type of residence would you want to be in? What involvement or participation would you want to have in the community?

Career/Post-Secondary:

Family:
Community:
Independent Living:

2. Mark Twain Preparation: Now think about your educational and total school experience at Mark Twain.
   A. In what ways did Mark Twain help you to accomplish what you want for the future? What experiences or skills did you gain from the program?
   B. In what ways did the school not help prepare you for the future? What kinds of activities or programs do you think should have been provided that weren't?

      1. Helping Experiences or Skills:

      2. Shortcomings or Felt Unmet Needs:

Note to interviewer: This interview is intended to get the student(s) perception of their desired future (expectations) in relation to their perception of how well Mark Twain prepared them to achieve their expectations (school preparation). Student views may not be realistic or accurate but we want their "subjective truths" not "true facts."

APPENDIX F (continued)

Environmental Scan Interview Format
MARK TWAIN SCHOOL

Interview Date:

PROJECT ANCHOR
Environmental Scan: Parent Interview Form

Name of Parent(s)_____ ___ MT Satellite
___ MT Main Campus
Interviewer_____ ___ Middle ___ Sr 1 ___ Sr 2

Introduction: Mark Twain School has received a Federal grant to establish a model school to work transition program. The goal is to have school staff, students, families, community, and business work together to make school success lead to career success after graduation. Before any plans are decided, it is important to get your viewpoints on how the school prepares your son or daughter for their future.

3. **Expectations for Career and Future:**
Think ahead 3-6 years after your son (daughter) leaves Mark Twain. What kind of career/job or schooling would you want your child to have? What would you hope his (her) family life would be like? How about his (her) living situation – what type of residence would you want him (her) to be in? What involvement or participation would you wish him (her) to have in the community?

Career/Post-Secondary

Family:
Community:
Independent Living

2. Mark Twain Preparation: Now think about your son's (daughter's) educational and total school experience at Mark Twain.

A. In what ways did Mark Twain help him (her) to accomplish what you want for their future? What experiences or skills did he (she) gain from the program?

B. In what ways did the school not help prepare him (her) for the future? What kinds of activities or programs do you think should have been provided that weren't?

1. Helping Experiences or Skills:

2. Shortcomings or Felt Unmet Needs:

Note to interviewer: This interview is intended to get the parent(s) perception of their desired future for their son or daughter (expectations) in relation to their perception of how well Mark Twain prepared them to achieve their expectations (school preparation). Views expressed may not be realistic or accurate but we want the parents "subjective truths" not "true facts."

APPENDIX G

INDICATORS OF EFFECTIVE PRACTICES ASSESSMENT (Paula Kohler, 1997)

Implementation Key	Importance Key
1. Minimally implemented	1. Low importance
2. Partially implemented	2. Medium importance
3. Fully implemented	3. High importance
4. Do not know	4. Do not know

Using the above keys, please circle the implementation and importance levels for each practice area. Also, please describe specific activities that illustrate the practices being implemented or provide other comments.

NTA Transition Practices	Circle Current Implementation Level (see key)	Description of Activities and Comments	Circle Extent of Importance (see key)
STUDENT-FOCUSED PLANNING AND DEVELOPMENT			
Life skills instruction includes training that addresses social skills, self-determination, and independent living	1 2 3 4		1 2 3 4
Ongoing assessment of academic, cognitive, and adaptive behavior is conducted and used as a basis for planning the individualized education programs and career plans	1 2 3 4		1 2 3 4
Accommodations and supports are identified for educational experiences	1 2 3 4		1 2 3 4

NTA Transition Practices	Circle Current Implementation Level (see key)	Description of Activities and Comments	Circle Extent of Importance (see key)
Educational and training goals and objectives are specified in the following areas: • Postsecondary education • Community access and participation • Vocational • Independent living (residential)	1 2 3 4		1 2 3 4
A clear relationship exists between educational goals and objectives and a student's educational program of instruction, learning and work experiences	1 2 3 4		1 2 3 4
Persons and agencies responsible for the implementation of individual student goals, objectives, and activities are specified	1 2 3 4		1 2 3 4
The full participation and involvement of students and their family in planning and developing individual education programs and career plans are required and supported	1 2 3 4		1 2 3 4
Student preferences, interests, and choices and their self-determination are actively supported, facilitated, and documented	1 2 3 4		1 2 3 4

NTA Transition Practices	Circle Current Implementation Level (see key)	Description of Activities and Comments	Circle Extent of Importance (see key)
The educational program planning team includes student, family members, school, and participating agency personnel	1 2 3 4		1 2 3 4
Planning meetings are organized to: • Accommodate convenient times and locations for students and families • Allow adequate time to accomplish planning objectives • Facilitate full preparation, participation, and involvement of all participants	1 2 3 4 1 2 3 4 1 2 3 4		1 2 3 4 1 2 3 4 1 2 3 4
Planning strategies include linkage to post-school support services and agencies prior to graduation or school exit	1 2 3 4		1 2 3 4
CAREER PATHWAYS AND CONTEXTUAL LEARNING			
Employment skills instruction addresses work-related behaviors, job seeking, and occupational-specific vocational training	1 2 3 4		1 2 3 4
Career and vocational competencies are infused into all age and grade level curricula	1 2 3 4		1 2 3 4

NTA Transition Practices	Circle Current Implementation Level (see key)	Description of Activities and Comments	Circle Extent of Importance (see key)
Paid work experience and job placement services are provided prior to school exit	1 2 3 4		1 2 3 4
Formal collaborative agreements are established between school and: • Employers • Human Services Agencies • Postsecondary Institutions	 1 2 3 4 1 2 3 4 1 2 3 4		 1 2 3 4 1 2 3 4 1 2 3 4
Efforts are underway to reduce barriers to collaboration and: • Improve information sharing • Coordinate service delivery • Involve employers and community representatives	 1 2 3 4 1 2 3 4 1 2 3 4		 1 2 3 4 1 2 3 4 1 2 3 4
FAMILY INVOLVEMENT			
Training opportunities and resources are provided that address: • Family empowerment • Transition planning • Types, function, and responsibilities of community agencies	 1 2 3 4 1 2 3 4 1 2 3 4		 1 2 3 4 1 2 3 4 1 2 3 4

NTA Transition Practices	Circle Current Implementation Level (see key)	Description of Activities and Comments	Circle Extent of Importance (see key)
Parent and family involvement and empowerment are promoted and supported through:			
• Communication in their native language	1 2 3 4		1 2 3 4
• Presentation and explanation of options and choices	1 2 3 4		1 2 3 4
• Support in decision-making	1 2 3 4		1 2 3 4
• Attendance in planning meetings	1 2 3 4		1 2 3 4
STRUCTURES AND POLICIES			
Program values, principles, and mission clearly support the full access and participation of youth with disabilities in school-to-work activities	1 2 3 4		1 2 3 4
Educational planning, program, and curricular are:			
• Community-referenced	1 2 3 4		1 2 3 4
• Outcome based	1 2 3 4		1 2 3 4
• Provided in integrated and least restrictive environments	1 2 3 4		1 2 3 4
• Flexible to meet student's needs	1 2 3 4		1 2 3 4
• Culturally and ethnically sensitive	1 2 3 4		1 2 3 4
• Address all age levels school age through postsecondary education	1 2 3 4		1 2 3 4

NTA Transition Practices	Circle Current Implementation Level (see key)	Description of Activities and Comments	Circle Extent of Importance (see key)
Transition-related policies, procedures, and practices are described and articulated	1 2 3 4		1 2 3 4
Ongoing evaluation of program and student outcomes is used for program improvement	1 2 3 4		1 2 3 4
Sufficient resources (fiscal, human, and other) are allocated to support full access and participation of youth with disabilities in school-to-work activities	1 2 3 4		1 2 3 4
Sufficient numbers of qualified personnel are allocated to assure implementation of activities that support and promote the full access and participation of youth with disabilities in school-to-work activities	1 2 3 4		1 2 3 4
Pre-service, in-service, and other staff development opportunities and activities are in place that promote the development and implementation of policies, procedures, and practices that support and promote the full access and participation of youth with disabilities in school-to-work activities	1 2 3 4		1 2 3 4

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APPENDIX H

Mark Twain/ Project Anchor
OVERVIEW OF BEST PRACTICES

PROJECT ANCHOR GOALS: (1) To develop, implement, and evaluate a model program for improving secondary services and results for youth with emotional disturbances; (2) To provide students with skills and opportunities that will reduce behaviors that interfere with educational achievement, and thereby increase opportunities for integration; (3) To conduct personnel development that provides both general and special education personnel in Montgomery County with the tools and models to restructure and revise academic and vocational course offerings ; (4) To produce and disseminate high quality materials that promote awareness of the project and enable others to replicate the model.

VISION : Students, parents, staff and the community will work together to set and achieve goals so that students become self-fulfilled, responsible, caring, resilient, and productive members of the community and society.

STRATEGIC DIRECTIONS : I. Public Image, II. Curriculum & Instruction, III. Youth Development, Self-Determination and Engagement, IV. Family/Caregiver Support and Involvement, V. Staff Development.

OUTCOME LEARNING AREAS/ WORK GROUPS : A. Integrated Curriculum; B. Career Education; C. Youth Development; D. Self-Determination; E. Family Involvement.

IMPLEMENTATION OF "BEST PRACTICES" (* indicates a staff commitment for 1998-1999)
(** indicates a staff commitment for 1999-2000)

Integrated Curriculum and Instruction

- Development & use of twenty units which integrate academic and career content and objectives. *
- Arrangement of job visits to support integrated units. *
- Use of Career Choices curriculum in Senior 2. *
- Implementation of Block Scheduling. *

Career Education

- Formation of Career Education Department. *
- Creation and implementation of Mark Twain Career Development Model, aligned with MCPS career clusters. *
- Production of staff packet for obtaining "vital information" for student employment, i.e., birth certificate; social security card; photo ID. *
- Initiation of job shadowing, and expansion of job visitations and in-school paid jobs. *
- Introduction of career assessment process and matching interests to job visitations. *
- Use of Career Cluster Planning format which integrates The Career Game into Montgomery County Career Connections. *
- Increased support for students at Edison High School of Technology. *
- Infusion of Career Education Component into TC classes through Succeeding in the World of Work (Senior High) and Exploring Careers (Middle School) curricula. *
- Development of business enterprise **

Youth Development

- Employment of stipended extracurricular activities coordinator. *
- Comprehensive calendar of expanded youth development activities arranged to meet student interests and needs. *
- Creation of extracurricular clubs (e.g., computer, chess, homework). *
- Transportation for extracurricular activities. *
- Initiation of peer counseling program. *
- Initiation of a reinforcement system with earned Qualities For Success cards. *

- Continued implementation of in-school student support groups (Vision Quest, Empower, AA/NA, Rites of Passage)*
- Continued implementation of community mentoring program. *
- Clarify and improve incentives and reinforcers for promoting levels of responsibility and Qualities For Success with initiation of a school store. **
- Expansion of role of SGA, e.g., in student advocacy , publication of newsletter, QFS . **
- Participation in Athletic Youth League. **

Self-Determination

- Implementation of a self-determination curriculum with units on knowing & valuing self-planning & goal setting, taking action and managing anger and stress. *
- Selection and use of a Student Portfolio Model. *
- Teaching students to become actively involved in the IEP process. *
- School-wide use of student-identified Qualities For Success: Dream/Goal Directed; Perseverance/Positiveness; Assertiveness/Self-Confidence; Self-Control/Responsibility; Respect for Others. *
- Active involvement of student leaders in planning for a school store. *
- Initiation of self-determination projects and hands-on applications to Mark Twain program (e.g., self-advocacy for mainstreaming, interviews for in-school jobs. **
- Involvement of students in determining Individual Behavior Goals. **

Family Involvement

- Continued parent support groups. *
- Periodic parent/family newsletters. *
- Organization of a Parent Volunteers Corps to provide outreach to Mark Twain families/caregivers. *
- Planned series of topical workshops for parents. *
- Continued involvement of parent and community stakeholders through periodic meetings. *
- Continued implementation of Family Fun Fest activity. *

Staff Development

- Conducted five-day summer workshop on Implementing Best Practices for School to Career Success.
- Conducted one-day workshop on Implementing Block Scheduling. *
- Held four-day preservice workshop for new staff on Mark Twain Policies, Procedures and SES Objectives. *
- Conducted a series of staff inservice sessions on Self-Determination, Student Involvement in IEPs, and Use of Student Portfolios. *
- Continued staff training and support for Behavior Management, led by Crisis Support Teachers. *
- Initiated a Stress Management Program and activated the Staff Wellness Program.
- Completed a survey on staff development priorities and preferred training methods.
- Mental Health Team initiated staff training on Working With Families and Effective Case Management. *
- Developed a Teacher Business Internship experience for the 1999 summer and created blended instruction units. **
- Conducted workshop on Blended Instruction utilizing MSDE expert presenters. **
- Conducted a series of inservice sessions on Teamwork and Leadership for leadership staff. **
- Conducted workshops on high priority school issues: Safe and Secure Schools; Crisis Intervention and Life Space Intervention; Teaching in the Block; Curriculum Planning and Strategies. **
- Held school-based inservice course on Techniques for Crisis Prevention and Intervention. **

APPENDIX I

Professional Development Needs Assessment
TOPIC AREAS AND MODELS FOR 1998-99 STAFF DEVELOPMENT

Name: **Date:**

Under each topic area, please select one or more subtopics that you would like to learn during 1998-99 by checking the subtopic(s). A subtopic area has to be chosen in each of the numbered areas. Thank you.

(1) Innovative Student-Centered Instructional Strategies (School-based Learning)

Curriculum design/lesson planning

Learning Styles

Active Learning

Multiple Intelligences

Cooperative Learning Planning

Project-based learning For students

Integrated standards-based curriculum

Motivating students

Alternative Assessments

Portfolios

Other

(2) Youth Development

Concepts/purpose

Promotion of student's abilities & interests

Peer Counseling

Promotion of student Leadership

Peer mediation

Community-based involvement

Other:

(3) Career Education (Work-based learning)

Maryland Career Connections Clusters

Career Awareness
School-based learning (including career guidance,

(4) Student Self-Determination

Strategies to facilitate and promote critical self- determination skills (how to make effective decisions, solve problems, set and attain goals, identify interests and express preferences, etc.)

Student involvement in IEP and Transition

Student led-conferences
Other:

(5) Working with Families/Case Management

Working with families in difficult situations

Understanding family dynamics

Case management strategies

Home/school communication & partnerships

Family empowerment

Improving family involvement

Understanding cultural, ethnic, and language differences

Resources for family support/involvement

Other:

(6) Discipline/Behavior Management
applying different discipline models

In-school jobs, addressing career/employment competencies)

Career-focused transition planning and IEP development (multidisciplinary issues, multi-agency involvement)

Infusing career/vocational competencies into coursework students

Work-based learning (including career exploration, job Shadowing, mentorships, internships, supported employment, Competitive employment, career portfolios)

Other:

(7) Technology

How to use First Class

Integrating technology into instruction (databases, Word processing, graphics, spreadsheets, World Wide Web and Internet, and multi-media)
Computer assisted instruction

Using technologies for record-keeping

Using technology as a related service to support students

Using technology for data management (grades, Attendance, etc)

Using technology to support career education (skills needed In jobs, supports for students in career exploration and Coursework, supports for work-based learning)

Other:

(8) 1997 Amendments to IDEA

Changes in IEPs

Changes in Transition Planning

IEP documentation of transferable rights when students Reaches age of majority

Changes in parent Participation

Documentation of Use of Positive Behavioral supports

Changes in evaluation, reevaluation and placement Decisions

Discipline Procedures

Prevention strategies

Managing surface behaviors

Understanding and handling angry, disruptive

Positive behavioral supports

Other:

(9) Staff Wellness

Stress Management

Nutrition and exercise

Teacher Portfolios

Retirement Planning

Individualized Professional Development

Other:

APPENDIX J
Project Anchor In-Services

•Project Anchor Overview
The management team provided an overview of Project Anchor for staff, including organization and timelines prior to the start of the project. The strategic planning process was detailed and included a discussion of the environmental scan, priority practices for implementation, and professional development activities. The National Transition Alliance Transition Practices and Needs Assessment forms were shared.

•Integrated curriculum/blended instruction
A representative from the Maryland State Department of Education led an in-service on integrated instruction. It provided an overview of integrated curriculum, samples of integrated curriculum and a process for developing blended instruction projects.

•Overview of IDEA '97 and the IEP
This training promoted understanding of the Individual Education Plan requirements of the Individuals with Disabilities Education Act (IDEA) of 1997, including how Montgomery County Public School procedures apply.

•Overview of Self-Determination (Two sessions)
To achieve the goal of student self-determination, engagement and involvement, it was essential that students be involved in the development of their own IEP. Professional development around this effort focused on providing teachers with the necessary knowledge and skills to so students could participate meaningfully in the IEP process.

Session 1 focused on the importance of self-advocacy for students; provided an overview of statistics/bi-lingual IEPs and student led IEPs. It reviewed previous IEPs and provided opportunities to write goals based on new knowledge. It also covered laws, strengths and weaknesses, accommodations, and the Individualized Transition Plan.

Session 2 provided an overview of the IEP unit and simulated an individual student-led IEP conference. It , explained the use of transcripts and four year plans in the IEP process. It provided teaching activities for use in teacher counselor (TC) groups and reviewed the student Portfolio Model in terms of expectations and relevance to the IEP Process.

•Introduction to Using Student Portfolios

The purpose of this in-service was to:
(1) highlight basic educational concepts in using portfolios
(2) promote knowledge for teaching students to use the Mark Twain Student Portfolio, and
(3) develop guidelines and criteria for student selection and TC approval of portfolio items.

The in-service provided definitions and examples of educational portfolios, and explained the use of student self-reflection as a basis for enhancing self-determination.

•**Guidelines for Leading Teacher Counselor (TC) Groups**
This workshop focused on providing TC staff with comprehensive understanding of their role and the instructional expectations for successfully implementing their teacher counselor group classes.

Other in-services provided during Project Anchor included:

•Best Practices for Postsecondary Transition and Project Anchor Directions
•School to Work: Goals and Expectations for Advancing Career/Academic Integration through Blended Instruction
•Career Connections Work Session on Blended Instruction
•Success for Every Student: Progress Towards Benchmarks
•Preparing Lessons for Block Scheduling
•Midpoint Decision-Making: Prioritizing and Implementing Best Practices for the 1999-2000 School Year
•Current Trends in Maintaining Safe and Secure Schools, and the MT Continuum of Interventions
•Life Space Intervention: Talking with Youth in Crisis (part I)
•Issues in Life Space Intervention and LSI Simulation Practice (Part II)
•Staff Training and Support for Behavior Management
•Working with Families and Effective Case Management
•Overview of Substance Abuse Prevention/Intervention Teaching Units (Part I)
•Overview of Substance Abuse Prevention/Intervention Teaching Units (Part II)
•Mark Twain/Project Anchor: Culminating Activities, Accomplishments, Results and Products
•Reviewing Effective Practices and Generating Recommendations for the MT School

Portfolios

Project staff determined that portfolio's would be an excellent tool for a student to develop a positive self-concept, and increase self-esteem and optimism for the future. Portfolios can function as a story-telling device but also ensure availability of vital information for realistic planning and decision making, which facilitates self-determination. For MT students, portfolios fulfilled the following objectives: organization of important information for educational, postsecondary and career/employment planning; display of academic, biographic information, career/vocational and personal accomplishments; and demonstration of progress in IEP objectives, transition goals, and growth in MT Qualities for Success. Portfolios were purchased for all students and training was provided to teachers on how to work with students to determine what types of materials were appropriate for inclusion. Materials considered for inclusion had to be an indication of accomplishments, plans/dreams/goals, personal values and identity, or some other type of progress.

In-Service on Student Portfolio

DEFINITION OF A PORTFOLIO

A purposeful collection of student work that tells the story of the student's efforts, progress, or achievement in (a) given area(s). This collection must include student participation in selection of portfolio content; the guidelines for selection; the criteria for judging merit; and evidence of student self-reflection.

PURPOSE

Working Portfolio – Contains most or all of a student's work in progress; it can include best and worst efforts Emphasis is on reviewing progress over time.

Showcase Portfolio – Contains primarily end products (e.g., term papers, finished products, sample's of best work) as opposed to process products (e.g., rough drafts, work in progress).

Evaluative Portfolio – contains all record-keeping needed by the teacher to evaluate a student and may include more than best work. Sometimes includes specific tests or other assessment methods.

STUDENT SELF-REFLECTION

Self-reflection is seen as necessary because of the purposeful nature of the selection of work or other displays for the portfolio. To satisfy a purpose, there needs to be a rationale for the selection of items to be included; this requires an analysis of the work and what it demonstrates.

Recording this self-reflection in the form of a "metacognitive' statement or oral report not only documents this type of student performance, but also encourages it. Self-reflection helps make a portfolio instructional.

GUIDELINES FOR SELECTION

Guidelines for selection provide direction on what to place in the portfolio. These can be extremely structured (e.g. everyone includes their current IEP) to very unstructured (students can choose

whatever they want for their portfolios). A more moderate position would be to specify categories of entries (e.g., everyone selects a research report, one best work in each subject) with students free to choose for that category.

STUDENT PARTICPATION IN SELECTION

Although it is possible for a teacher or supervisor to assemble a student's work into a portfolio, the true instructional value and power of doing portfolios comes when students use criteria and self-reflection to make decisions about what they want to show about themselves **and why.**

PURPOSE

- **Understand the basic educational concepts in using portfolios**
- Promote knowledge for teaching students to use Mark Twain Student Portfolio
- Develop guidelines and criteria for student selection and TC approval of portfolio Items
- Promote understanding of the IEP requirements of IDEA '97, including how MCPS procedures apply

References: (1) Arter, J., & Spandel, V. (1992). Using portfolios of student work in instruction and assessment. *Educational Measurement*, Spring, 36-44. (2) Pheeney, P. (1998). A portfolio primer: Helping teachers make the most of this assessment tool. *The Science Teacher*, October, 36-39.

Portfolio reproducible 3.3

* Explore student participation in the IEP process
* Share a process for preparing students to participate in the development of their IEP

METRO HIGH SCHOOL PORTFOLIO RESPONSE SHEET

Name_____ Advisor_____ Date_____

Class_____ Teacher_____

Please describe your project. What did you do? Please be specific:

Where did you get your ideas?
(Did you read about them? Ask someone? Use your imagination?)

What did you like most about doing this project?

What frustrated you most?

What do you wish you had done differently?

Teacher comments:

Did You...

write	compare
organize	classify
observe	analyze
investigate	contrast
question	specify
explain	interview
perceive	video
understand	survey
describe e	xperiment
envision	invent
edit	draw
construct	photograph
relate	present
put in your own words	share
	express
identify	create
solve	list
outline	choreograph
plan	report
eliminate	respond
forecast	learn
summarize	brainstorm
shape	support
generalize	draft
think	sketch
demonstrate	finish..?
practice	

APPENDIX K

Guidelines for Leading Teacher Counselor Groups
Stanley A. Fagen, Ph.D.

1. The purpose of the Teacher Counselor (TC) class period is to provide essential social-emotional instruction for Mark Twain students.
Social –emotional instruction promotes knowledge and skills for developing and maintaining positive relationships between self and others.

2. TC Class has a dual focus on two primary, valid objectives:
(a) Attaining priority social-emotional IEP objectives of students
(b) Attaining specific objectives of the planned instructional unit (e.g., understanding rights, responsibilities, and rules; managing anger)

3. Each TC should review the written social/case histories of their assigned students as soon as possible.

4. Social-emotional maturation needs to be steadily reinforced over a period of time.
Maturation can be measured by examining progress in the following dimensions:

(a) *directness of emotional expression* – progress from being closed about one's own feelings to being indirect in expressing feelings to being direct in owning up to one's feelings
(b) *target of emotional expression* – progress from denial or displacement of feelings (distant) to expressing feelings towards people who act like those creating the basic feelings (similar) to expressing feelings towards the original source of the emotions.
(c) *Locus of responsibility* – progress from seeing outside or external forces or people as causing the result to seeing oneself or internal forces as primarily responsible for the results.
(d) *Social acceptability* – progress from expressing ideas, feelings or behavior in unacceptable ways to marginal to acceptable or appropriate ways.
(e) *Self-acceptance* – progress from blaming self as a bad or terrible person to affirming oneself as a normal person capable of positive and negative thoughts, feelings and actions

5. Assure reasonable challenge and a success-base for student growth, by using the following teaching-counseling strategies:

• *Right to "Pass"* – encourage participation in all activities but allow a student to "pass" when stressed or extremely resistant

• *Multiple ways of participation* – recognize value of students participation through verbal response, non verbal expression (e.g., drawing, movement, eye contact) or vicarious learning (e.g., listening intently to another or identifying with another person or character

• *Less to more anxiety-arousing material* – build social-emotional strength by sequencing lessons from those which arouse pleasant, positive affect to those which create unpleasant, stressful or negative affect.

• *Structured to spontaneous situations* – utilize rehearsal, practice, role plays with coaching as

a structure for learning better ways to handle social problem situations. Guide application of skills to spontaneous problem situations (e.g., using negotiation in a conflict with peer or teacher).

6. Expect positive Mark Twain behaviors in TC class but teach students how to be more responsible to themselves and others.

Example 1: Rather than quickly penalizing a student who curses in TC, instead decode the student's feelings and maintain his engagement in activity. Later give and receive feedback on the Daily Record ratings with the student.

Example 2: When students lose their temper or express their anger destructively resolve the situation as necessary. However, at following class meetings, teach acceptable ways to express anger (respectful assertiveness vs. inappropriate ways, (i.e., overt aggression; passive-aggressive; withdrawal).

7. Use pre-planned instruction with responsive teaching opportunities.
TC class provides planned, proactive social-emotional instruction but also values opportunities to deal with real and spontaneous problems that students present. The TC has several options for flexibly making a decision about how to handle immediate situations that interfere with the pre-planned lesson:

(a) *Shift* from the planned lesson to the immediate topic or situation

(b) *Blend or reframe* the immediate topic or situation into the pre-planned lesson. For example, a student complains about an unfair teacher during a lesson on "getting to know yourself." Allow the student to express feelings and give support for positive motivation the student may have had (e.g., he wanted to get a good grade). Other students may also share their thoughts/feelings.

Then return to the topic of knowing yourself by discussing what the student has learned about himself in relation to expectations for being treated fairly by others.

(c) *Schedule the spontaneous topic for another class period.* For example, when the student complained about an unfair teacher, the TC might ask classmates if they also get upset about unfair treatment by teachers. The next possible class period can then be devoted to discussion about handling perceived unfair treatment.

(d) *Empathize/decode feelings and return to the pre-planned topic.* For example, a student threatens another because of an insult that he hears. The TC acknowledges the student's anger at the remark. "I understand why you got so angry. No one wants to be insulted that way." Then to the insulter "We're here to help each other – not knock each other down. I think an apology would help" (apology made and accepted). TC return to lesson.

8. In making a decision about responsive teaching, the following reasons should be considered:

- Importance for student(s)
- Relevance or centrality of the spontaneous issue for the group
- Whether the purpose of spontaneous interference is to avoid intended instruction or get help

for coping with a genuine problem
- Length of delay of pre-planned instruction

9. Buiid group norms with members.
Major TC group norms include:
(a) Respect for each other; all are important
(b) Listen and understand each other
(c) Cooperatively work together
(d) TC can offer time for discussing personal/interpersonal issues without blaming, putting down or scapegoating
(e) Commitment to mutual growth in resilience, self-fulfillment and caring

10. TC class can include informal, fun, social cooperative activities that allow for positive reinforcement of social skills.

11. Keep the "ball rolling" toward a positive social-emotional experience overall.
Although TC classes will vary in format, process and outcomes, with many "ups and downs," what is most important is to maintain a structure for continued progress. TC's have to recognize and accept their own fallibility and realize that Mark Twain students have developed powerful defenses to handle prior negative social-emotional experiences.

APPENDIX L

	SELF-DETERMINATION CURRICULUM NOTEBOOK **Inventory of Instructional Objectives**
1	**Week 1**: Students will: (1) describe themselves, their goals, and challenges (2) identify Mark Twain program goals (3) practice shared decision making (4) develop a definition of a rule (5) discuss the need for rules (6) demonstrate understanding of rights and responsibilities (7) demonstrate understanding of the self-determination process (8) identify strengths and weaknesses, including strengths they have developed in response to a perceived weakness (9) list traits associated with their "ideal" self and identify how those traits relate to their current self
2	**Week 2**: Students will: (1) compare/contrast helpful vs. hurtful feedback (2) practice giving helpful feedback (3) create ground rules for promoting care and concern in group (4) demonstrate understanding of Mark Twain rules and expectations (5) analyze the intent of a rule (6) explain how rules are applied (7) apply "Rules about Rules" in order to analyze rules and their fairness (8) draft a fair rule
3	**Self-Advocacy**. Students will: (1) discuss the two types of projects for demonstrating belief in their ability to produce positive outcomes for self or others (2) discuss the purpose, criteria and uses for the student portfolio and examine the content sections (3) complete the Career Game self-assessment booklet and identify their career cluster interests
4	**Substance Abuse Prevention/Intervention I**. Students will: (1) demonstrate understanding of basic medical, social and psychological factors which contribute to substance abuse (2) analyze their own degree of risk for substance abuse (3) discuss legal aspects of substance abuse and available treatment programs
5	**Anger Management.** Students will: (1) demonstrate self-awareness of events or situations that trigger their own angry reactions (2) identify techniques for reducing anger and choosing self-control (3) practice anger control strategies through role playing exercises (4) demonstrate ability to use self-evaluation to manage anger more effectively
6	**Student Involvement in IEP Process**. Students will: (1) discuss the IEP process and demonstrate basic understanding of special education and disabilities (2) understand their own IEPs and develop ideas for influencing their new IEP (including strengths, needs, future plans, accommodations, and short-term objectives) (3) demonstrate ability to participate meaningfully in their own IEP meeting, including self-advocacy of goals/objectives, and accommodations (4) demonstrate ability to self-evaluate their own participation in an IEP meeting and accurately identify areas for improvement
7	**Substance Abuse Prevention/Intervention II**. Students will: (1) discuss the effects of family alcoholism on children and list ways to cope effectively (2) identify their own traits, feelings, and roles within the family and choices for personal goals (3) discuss employment expectations and procedures regarding substance abuse (4) identify consequences of substance abuse for career/job employment and success
8	**Personal Assets Assessment**. Students will: (1) identify personal strengths, interests and hobbies (2) review past and present report cards and identify at least two academic strengths

	(3) demonstrate understanding of learning styles by completing a self-assessment of own learning style (4) demonstrate understanding of developmental assets by completing a self-assessment of own assets (5) complete The Career Game self-assessment booklet and identify their career cluster interests
9	**Long and Short-Term Goals**. Students will: (1) identify values important to them (2) generate a list of options for long-term goals (3) identify strengths and needs in seven areas of self-concept (4) select a long-term goal and develop or identify short-term goals to achieve the long-term goal (5) identify steps to reach the short-term goals
10	**Future Hopes and Dreams.** Students will: (1) Identify "good things" about themselves and create a lifeline showing at least two things they want to do in the future (2) Create their own "dream Map" indicating future hopes for work, daily life, school, recreation and friendship (3) Create a "My Dreams Collage" reflecting key aspects of their future dreams (4) Identify personal accomplishments, develop future plan statements, and create self-affirmations to overcome discouragement

APPENDIX M

INTEGRATED CURRICULUM UNITS DEVELOPED BY MARK TWAIN STAFF

Summer 1998

(* indicates units judged exemplary, based on formal teacher evaluation)

I. CAREER-VOCATIONAL AND ACADEMIC SKILLS UNITS

A. English/Social Studies

*1. The Constitution/NSLA
Study of constitutional law and application to laws in the workplace.

*2. Industrial Revolution/Modern World History A
Study of new skills needed for workers to make the transition to Industrial Revolution and the new skills that continue to be needed in today's world of work.

*3. Expressions/English 10A
Use of research and language arts skills to design a flyer advertising a business that matches own interests.

4. Order (The Odyssey)/English 10A
Use of reading comprehension and computer/internet/research skills to write newspaper articles summarizing The Odyssey, with exploration of careers in publishing and newspaper production.

B. Math/Science

1. Income, Budgeting and Purchasing/Consumer Math
Use of percentages, decimals and basic math skills as applied to care salesmanship

*2. Credit/Consumer Math
Use of percentages, pie charts, and exponents in the field of financial planning

3. Stock Market Supplement/Math Approach to Problem Solving (MAPS) 2A
Use of basic math skills (adding & subtracting integers, fractions, percentages) in the field of financial investment

*4. Take Me Out to the Ballgame/MAPS 2
Use of fractions, ratios and percents to calculate sports statistics, and application of such statistics to sports related occupations

5. Matrices and Mean, Median, Mode/Algebra IA
Use of basic statistics (mean, median, mode), graphs, and matrices in inventory control, as applied to management of a music store or library.

*6. Linear Functions and Graphs/Algebra 2
Use of linear functions, graphs and tables as applied to the job of a recycling plant manager

7. Construction Coordinator/Algebra 2
   Use of matrices to organize and track materials, as applied to the job of construction coordinator for a home building project
8. Realtor/Algebra 2
   Use of one-to-one correspondence to determine home appraisal prices, as applied to the job of a realtor

9. Longitude and Latitude: Working with Angles/GPS "Where am I?" and "How do I know?"
   Use of a Global Positioning system (GPS) receiver to determine location on earth, with calculation of angles and degrees, and application of GPS skills to various careers (e.g., surveyor, carpenter, draftsmen, astronomer)

10. Integers: Addition and Subtraction/Heating Degree Days and Wind Chill Factors
    Use of basic math skills in calculating weather measurements, with study of careers in meteorology

11. Basic Constructions/Geometry 1A
    Use of geometric constructions for a Fence Company's proposal to fence an entire farm

12. Surface Area/Geometry 1A
    Calculation of surface areas of buildings in order to present a bid to contract a paint job

*13. Safety Procedures and Measurement in the Lab/Biology A & Matter and Energy
    Study of the safe use of laboratory equipment and the International System (SI) of measurement, and research/discussion of careers in laboratory and related fields

14. Lab Safety and Measurement Careers: Overview/Middle School Science
    Analysis of skills needed to function safely in a lab setting and identification of place of labs in the world of work, followed by exploration of Science-related careers

*15. Simple Machines/Matter and Energy
    Study of different types of simple machines, levers and pulleys and how they are applied to the field of construction and automobile repair

II. CAREER-VOCATIONAL AND ACADEMIC SKILLS UNITS

A. English/Social Studies

*1. Attaining Justice (Unit 5) National, State and Local Government (NSLG)
    Use of expressive language and listening skills in gaining understanding of the jury trial as a means of conflict resolution, with analysis of workplace conflicts and appropriate forms of conflict resolution

*2. Age of Jackson/U.S. History A
    Study of Andrew Jackson Presidency and leadership style and application of leadership to school and work supervisory styles

*3. Renaissance/Reformation (Unit 2) NSLG
Study of assertiveness vs. aggression during the Protestant Reformation and application of assertiveness to school and workplace situations

*4. Independence – Short Story/Poetry/English 9A
Through a variety of readings and videos focusing on teenage struggle for independence, students identify steps and ideas for independence and consider careers that match their values

*5. Textures (Videos of Real and Fictitious Speeches)/English 11A
Study and practice of effective oral presentation skills and their importance in the workplace

6. Community – People Helping People/English 6-8 grades
Use of reading comprehension and vocabulary skills to understand how people help others, as illustrated through international folktales, with application of helpfulness to workplace

7. Conflict: To Kill a Mockingbird/English 9A
Use of reading comprehension skills (character analysis, conflict and plot development) and oral or written language skills in understanding stress management techniques, with application to handling stress in school or workplace conflict situations

*8. Self-Awareness/English 11A
Use of reading comprehension skills (character analysis) in understanding strengths and weaknesses of characters in novel(Emma) and video (Clueless), followed by self-assessment of own strengths and weaknesses and application of self-understanding to practicing job interviewing

*9. Colonial America/American History
Study of ethnic groups in Colonial America in relation to multicultural issues in today's workplace, with identification of strategies for problem solving and conflict resolution

APPENDIX N

Career Connections Plan for Integrated Lessons

COURSE	UNIT	CONNECTING ACTIVITY
English 10	Order (The Odyssey)	Site Visit- Newspaper Plant
English 10	Expressions	Speaker- Advertising, Bell Atlantic
NSLG	Attaining Justice	Speaker-Expert on Conflict Resolution in the Workplace
NSLG	Constitution	Speaker – Expert on rules, regulations in workplace-specifically an industry where our students might find employment
English II	Self-Awareness	Speaker – Conduct Interviews
English II	Textures	Courtroom Site visit
Algebra 2	Realtor	Site Visit- Real Estate Office
Algebra 2	Construction Coordinator & Matrices	Speaker – Contact home builders to talk about needed job skills
Algebra I	Linear Functions/Graphs	Site Visit – Recycling Center
Consumer Math	Budgeting/Purchasing	Speaker from Car Dealership
MAPS2A	Stock Market	Field trip to a bank or brokerage
MAPS2A	Take Me Out to the Ballgame	Field trip to Camden Yards or Ravens Stadium
Geometry	Basic Constructions	Field trip to Long Fence Co.
Middle School	Addition and Subtraction: Integers	Tour a weather station

APPENDIX O

INTEGRATED CURRICULUM UNITS DEVELOPED BY MARK TWAIN SCHOOL STAFF: SUMMER 1999

(* indicates units judged exemplary, based on formal teacher evaluation)

1. **English 9A/Career Awareness**
   *Hiring Practices and Civil Rights – Students read "To Kill a Mockingbird," discuss views of justice and injustice, research the civil rights movement and its impact on business hiring practices

2. **English 10A/Social Studies (National, State & Local Government)/Computer Technology**
   *Mock Board of Education Hearing on Dress Codes – Class is divided into "pro" and "anti" groups on a dress code proposal scheduled for Board of Education action. Groups research dress codes on the Internet and prepare written and oral arguments using audiovisual aids for presentation at Mock Board meeting.

3. **Social Studies (U.S. History B)/English 11B/Computer Science (Intro to Computer Use)**
   *History of Progressive Movement Project – Working with a partner students research the Internet to gather information about a social reformer and the industry or concern addressed, and then make a Power Point presentation to the class.

4. **Social Studies (Modern World history)/English/Computer Science (Applications)**
   Power Point Presentation on Africa – Class is divided into three groups: Desert and River Nile; Savannah and Congo River; Rain Forest, Niger and Zambezi River. Each group prepares a Power Point presentation on the impact of African geography on trade and travel, based on Internet research.

5. **Social Studies (U.S. History A)/English**
   *Immigration to America Project – Class is divided into "families" of students, each representing a different immigrant group. Using Internet and video resources, each "family" develops an information portfolio focusing on: reasons for leaving native country, customs and possessions brought, and housing and livelihood in America.

6. **Algebra I/Science (Matter and Energy)**
   Understanding Laws of Motion – Students perform lab demonstrations illustrating Newton's laws of motion and make mathematical calculations of speed and acceleration useful in explaining space launches, air flight and auto racing.

7. **Geometry/Science (Matter and Energy)**
   Use of Math in Home Construction Industry – After discussing importance of math to various jobs in home construction, students solve real job problems facing a wood products production supervisor, and wood products technical salesperson.

8. **Consumer Math/English 11A**
   Secret Holiday Shop Project – Students develop a business plan for operating a holiday shop for children, preparing a budget, advertisements, market surveys, store layout and design plans

9. **Biology/Exploring Technological Concepts**
   Reading Project – Study of ecological balance and the need to preserve environmental resources, resulting in a Mark Twain School project to construct storage, publicize, collect and sell recyclables.

10. **Biology/Exploring Technological Concepts**
    Plant Growth Chamber Project – Students design and construct a self-sufficient plant growth chamber and study and report results of various seed plants

11. **Biology/Geometry/Computer Technology**
    Graphing Growth of Plants – Students grow plants under four different conditions, plot growth data on coordinate graphs, and share conclusions based on data analysis.

12. **Health Education (Human Behavior)/computer Science (Applications)**
    History and Use of the Internet – Students study the history and use of the internet and research individualized questions designed to increase understanding of the impact of technology on human behavior.

13. **Health Education (Human Behavior)/Computer Science (Applications)**
    Developing a Homeroom Group Home Page – Students work together as a group to create a Home page after exploring internet home pages and discussing legal and ethical issues.

14. **Health Education (Human Behavior)/Computer Science (Applications)**
    Building Stock Portfolio Project – Class is divided into two teams who compete to develop the most successful stock portfolio using a computer simulation. Teams research stocks, reward progress, and make Power Point presentation on results.

APPENDIX P

INSTRUCTIONAL LESSON EVALUATION FORM

Title of Lesson _____

Prepared By _____

Taught By _____ Evaluation Date _____

Part I. Quality of Lesson Plan

1. Learner Objectives: Lesson has clear, MCPS relevant objectives in the following areas (check all that apply)

   Academic _____ Social Skills/workplace _____ Career _____

2. Standards/Criteria For Success: Lesson specifies standards and methods for assessing student performance

   No _____ Partly _____ Yes _____

3. Procedures/Activities: Lesson clearly and fully describes the teaching-learning activities, and roles/responsibilities of teacher(s)

   No _____ Partly _____ Yes_____

4. Real-World Relevance: Lesson addresses a practical, real-world issue or problem, within a career context

   No _____ Partly _____ Yes_____

5. Resources: Lesson lists materials/resources needed to carry out instruction

   No _____ Partly _____ Yes_____

6. Comments/Suggestions:

Part II. Effectiveness of Lesson

A. STUDENT RESPONSE

1. Interest (extent to which lesson stimulates student involvement)

! ! ! ! !

Poor Fair Good Very Good Excellent

2. Challenge (extent to which lesson promotes increased skill or understanding)

! ! ! ! !

Poor Fair Good Very Good Excellent

B. TEACHER USE

1. Ease (extent to which lesson is clear and feasible)

!	!	!	!	!
Poor	Fair	Good	Very Good	Excellent

2. Utility (extent to which lesson can be adjusted for difficulty levels and academic content)

!	!	!	!	!
Poor	Fair	Good	Very Good	Excellent

3. Impact (extent to which lesson achieves learner objectives)
(Note! Use * for Academic objectives; use = for Social Skills/Workplace; Use √ for Career)

!	!	!	!	!
Poor	Fair	Good	Very Good	Excellent

Comments/Suggestions

APPENDIX Q
JOB VISIT LOG

Date:

Student name:

Place:

Address:

Contact Person:

Type of Business:

Career Cluster:

Brief Description of job site:

Education needed to work here:

Training and qualifications to work here are:

Typical starting salary:

Opportunities for Advancement:

What I might like about working here:

What I would not like about working here:

Personal qualifications needed:

Work skills needed:

Is this someplace I might like to work _____ yes _____ no

Something I learned that I didn't know before:

APPENDIX R
QFS Definitions and Indicators

(1) ASSERTIVENESS/SELF-CONFIDENCE/LEADERSHIP

Student advocates for self in a positive and appropriate way: demonstrates faith in one's own ability or worth.

SAMPLE INDICATORS:

• RISK TAKING: The student overcomes his/her fear of consequences (i.e., peer or self pressure), attempts a new challenge, academically, in particular; socially does not participate in crowd mentality; walks away from escalating a dangerous situation.

• ASSUMES LEADERSHIP ROLES: Being a mature individual and stepping up to be a leader when necessary even though others may just follow (e.g., classroom situation – everyone is talking, disorder is taking place. "We need to get some work done to be successful in this particular class").

• VOLUNTEERING: Working in a volunteer position and encouraging others by sharing volunteer experiences.

• EXPRESSING OPINIONS POSITIVELY: Consistently does established procedures, including appropriate tone of voice and body language, to address grievances, share views, disagree.

• DARE TO BE DIFFERENT: Communicating educational values (including speaking out against disruptive peer behavior) in a non-threatening manner.

• POSITIVE REACTION TO A NEGATIVE SITUATION: Openly models for peers a way of handling difficulty or conflict in a constructive manner.

(2) PERSEVERANCE/POSITIVENESS

Student continues steadfastly in a course of action or pursuit in spite of difficulties or obstacles. Student expresses an attitude/idea in a cheerful and supportive manner.

SAMPLE INDICATORS:

• OPTIMISM: Maintains hopefulness for success or satisfying outcomes despite adversity or hardships.

• COMPLETION OF DIFFICULT TASK: Student successfully completes challenging task assignment that previously was a "No, I can't do this" or "This stuff sucks."

• LEVEL SYSTEM PROGRESS: Over time (1-2 months) makes steady progress up the level system.

• ACHIEVEMENT OF INDIVIDUAL BEHAVIORAL GOAL: Achievement of a challenging personal goal for each period on a daily basis for two or more weeks.

• OVERCOMING ACADEMIC PROBLEMS: Seeks or accepts help and uses that help to improve a low grade or lack of understanding.

• ACCEPTING CHANGE IN A POSITIVE WAY: Not having a favorite teacher anymore; giving a new teacher a chance to become an asset to any learning experience; being willing to try a new approach even though skeptical.

(3) SELF-CONTROL/RESPONSIBILITY

Student demonstrates effective command or control over one's own actions or emotions for a sustained period of daily activities or through an intense school or personal experience.

Student demonstrates anticipation and/or acceptance of consequences for behavior; or, more broadly, accepts responsibility for helping develop/maintain a positive, productive community.

SAMPLE INDICATORS:

• ANGER MANAGEMENT: Displays acceptable alternatives to previous hostile-aggressive or passive-aggressive behaviors. Reduces Serious Incident Reports (SIRs) received in one month compared to a previous month.

• ACCEPTING CONSEQUENCES (Positive and Negative): Appropriate response to positive or negative feedback from peers/staff over a period of time (especially when one disagrees with the consequence).

• BRINGING MATERIALS TO CLASS: Completing homework properly; having day to day materials needed for class without staff having to remind student (homework, paper, pencils, etc.).

• FOLLOWING DIRECTIONS: Consistently follows directions and procedures in classroom, cafeteria and other school locations.

• SHOWING IMPROVEMENT: Student has a history of not controlling self or not accepting responsibility for self, then makes a commitment and shows growth in self-restraint.

(4) RESPECT FOR OTHERS

Student demonstrates respect and courteous regard for others and their belongings and expresses or shows appreciation of the achievements (or weaknesses) of others.

SAMPLE INDICATORS:

• WITHOUT BEING ASKED, STUDENT OFTEN GIVES OR LOANS OTHER STUDENTS MATERIALS TO USE IN CLASS.

• FREQUENT POSITIVE, APPROPRIATE STUDENT SUPPORT OF OTHERS IN DIFFICULT SITUATIONS.

• PEER TUTORING AND MENTORING.

• CONSISTENTLY DEMONSTRATES A PATTERN OF CONCERN FOR OTHERS (STAFF AS WELL AS STUDENTS) AND FOR THE OVERALL SCHOOL CLIMATE.

• STUDENT FREQUENTLY TAKES INITIATIVE TO CONSOLE OR HELP OTHERS FEEL GOOD OR BETTER

(5) DREAM/GOAL DIRECTED

Student sets, works toward, and achieves a goal that demonstrates personal, academic or social growth; or which shows a significant preparation for future opportunities.

SAMPLE INDICATORS:

• COMPLETING AN EFFECTIVE PLAN FOR ACHIEVING GOALS (short and long term).

• ACTIVELY SECURING EMPLOYMENT.

• ACCURATELY REPORTING PROGRESS AND MAKING RECOMMENDATIONS FOR IEP GOALS AND OBJECTIVES AT IEP MEETINGS OR OTHER CONFERENCES.

• GOOD ATTENDANCE: for a sustained period of time.

• STOPS SMOKING OR USING DRUGS.

APPENDIX S

MARK TWAIN SCHOOL

STUDENT SERVICE LEARNING/ SELF-DETERMINATION PROJECT PROPOSAL FORM

Teacher: **Date:**

Project Title:

Learner Objectives: (List primary objectives of this project for students)

1.

2.

Description: (State how you plan to carry out the project. Outline your plans for each phase of an SSL Project, i.e., Preparation, Action, Reflection).

Estimated Hours for Project Completion:

Preparation/ In-class instructional hours _____
Action/ Beyond in-class instructional hours _____
Reflection hours _____
(group processing and/or individual) TOTAL HRS _____

Type of Service Anticipated: (Check as many as are applicable)

Indirect Action _____ Direct Action_____ Advocacy_____

****

Student Service Learning Coordinator Approval:

_____Approved _____Disapproved

Comments:

_____ _____
Signature, Coordinator Date

MARK TWAIN SCHOOL

STUDENT SERVICE LEARNING / SELF-DETERMINATION PROJECT

PROJECT SUMMARY FORM

Teacher: **Date:**

Project Title:

Description: (State how you actually carried out the project. Outline your activities for each phase of the SSL Project, i.e., Preparation, Action, Reflection. Use reverse side if more space is needed).

Number of Hours for Project Completion:

Preparation/ In-class instructional hours _____
Action/ Beyond in-class instructional hours_____
Reflection hours _____
(Group processing and/or individual) TOTAL HRS_____

Type of Service Provided: (Check as many as apply)
Indirect Action_____ Direct Action_____ Advocacy_____

Project Reflection:

What Worked?

What Did Not Work?

Suggestions For Improvement:

SSL Time Sheet

Name: Supervisor:
ID#: Period Assigned:

Date	Beginning Time	Ending Time	Activity Completed	Supervisor Initials

APPENDIX T

MARK TWAIN SCHOOL

JOURNEY TO SELF-DETERMINATION PROJECT

STUDENT'S NAME DATE

1. What does self-determination mean to me? (In your own words say what self-determination means to you)

2. What person's journey to self-determination do you want to study?

Name of Person (Can be famous or someone you know)

3. Basic Life Information, (ATTACH key facts about this person's life. For example, date and place of birth; racial/religious/cultural background; childhood and teen situation; education; career and life accomplishments; current family, and community status)

4. What problems or difficulties did this person have to overcome in life?

5. What Qualities For Success did this person demonstrate during his/her life? (Check as many as you think are true **and explain** what the person did to show these qualities. You can use the attached QFS Web to explain these qualities.)

DREAM/GOAL DIRECTED:

PERSEVERANCE/ POSITIVENESS:

SELF CONTROL/ RESPONSEBILITY:

ASSERTIVENESS/ LEADERSHIP/ SELF-CONFIDENCE:

RESPECT FOR OTHERS:

6. Do you want to nominate this person for the Mark Twain Self-Determination Hall Of Fame? Nominees
9. must demonstrate all five Qualities For Success.

YES _____ NO _____

SEE REVERSE SIDE FOR STUDENT SERVICE LEARNING REQUIREMENTS

APPENDIX T

MARK TWAIN SCHOOL

JOURNEY TO SELF-DETERMINATION PROJECT

STUDENT'S NAME DATE

1. What does self-determination mean to me? (In your own words say what self-determination means to you)

2. What person's journey to self-determination do you want to study?

Name of Person (Can be famous or someone you know)

3. Basic Life Information, (ATTACH key facts about this person's life. For example, date and place of birth; racial/religious/cultural background; childhood and teen situation; education; career and life accomplishments; current family, and community status)

4. What problems or difficulties did this person have to overcome in life?

5. What Qualities For Success did this person demonstrate during his/her life? (Check as many as you think are true **and explain** what the person did to show these qualities. You can use the attached QFS Web to explain these qualities.)

DREAM/GOAL DIRECTED:

PERSEVERANCE/ POSITIVENESS:

SELF CONTROL/ RESPONSEBILITY:

ASSERTIVENESS/ LEADERSHIP/ SELF-CONFIDENCE:

RESPECT FOR OTHERS:

6. Do you want to nominate this person for the Mark Twain Self-Determination Hall Of Fame? Nominees must demonstrate all five Qualities For Success.

YES _____ NO _____

SEE REVERSE SIDE FOR STUDENT SERVICE LEARNING REQUIREMENTS

REQUIREMENTS FOR STUDENT SERVICE LEARNING
(5 - 10 hours)

1. **Presentation/ Action.** Project must lead to a presentation for others which promotes belief in ones ability to achieve positive life outcomes.

2. **Reflection**. Student must self-evaluate the impact of the project on self and others by answering the following questions:

(a) In what way(s) has this Self- Determination Project changed you for the better?

(b) Do you think your project has had a positive influence on others? Give your reasons and examples of others' reactions to your project.